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ABSTRACT

This report provides important baseline information for school systems in North Carolina working to improve student performance. It describes participation, student characteristics, and achievement for 11 high school courses assessed by the North Carolina End-of-Course Testing Program in 1991-92. Participation of North Carolina students in Algebra II, Biology, and Chemistry appears to be typical of that of other states, but participation in Algebra I and Physics is somewhat lower than in other states. Participation in advanced mathematics and science courses varies by sex, parental education, ethnic group, and post-high school plans; and is widely variable among school systems. Even though grading standards have become more stringent in the state, achievement by students in Algebra I, Biology, and Chemistry appears to be improving. More North Carolina students are capable of taking advanced courses than are currently enrolled in them. Schools and systems can identify strengths and weaknesses in their instructional programs by examining relative performance on goals measured by the test items assessed in 1991-92 in these subject areas. Test results, including those in a section on outstanding schools, are reported in 67 tables and 31 graphs. Appendix A presents core score distributions on the end-of-course tests, and Appendix B contains the end-of-course test development schedule. (SLD)

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Foreword

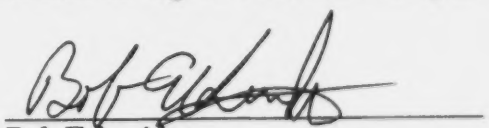
The preparation that our students receive in high school, whether it is in preparation for entry into the work force or for further technical or academic training, is critical. The highest quality of education is needed for students to achieve their personal best and to be prepared for an increasingly complex future.

In 1989 North Carolina dropped to the very bottom among all states and the District of Columbia on the Scholastic Aptitude Test (SAT), providing an indication that secondary education in North Carolina needs attention. Our SAT scores improved dramatically by 1992, indicating that improvements do happen when our teachers and principals target their efforts toward achieving a goal. But improvements related to SAT scores are only a small part of the complex enterprise making up secondary education today. We must broaden our focus to include the entire range of academic instruction and strengthen our requirements for graduation. All students will need preparation in basic subjects like algebra and biology, and our brightest students need to be challenged with more rigorous preparation like that found in Advanced Placement courses.

This report, *Secondary Education in North Carolina: A Report of Student Participation and Performance in Algebra I; Geometry; Algebra II; Economic, Legal, and Political Systems in Action; U.S. History; English I; English II; Physical Science; Biology; Chemistry; and Physics*, is based on results from the state's End-of-Course Testing Program. It provides important baseline information for school systems setting local Senate Bill 2 plans to improve student performance. There are examples of excellence. Several school systems provide Algebra I instruction to all or most students, and we need to learn from them. Over the last six years, there have been significant gains in the proportion of students taking advanced mathematics and science courses, and in the percentage of students beginning an accelerated mathematics sequence with Algebra I in the eighth grade. While I am pleased with these results, they are not enough. It is clear from the results described in this report that more students are capable of taking advanced courses than are currently enrolled in them.

This is an important report. It provides information that can be used in making policy and program decisions concerning our high schools. But, perhaps more importantly, it provides a baseline so that those decisions can be evaluated over time and we can adjust our course as necessary. Ultimately, information such as that provided here will be used to judge the effectiveness of our decisions in achieving our goal of successful secondary education for all students.

This report is one of several that the Department of Public Instruction will release this year to help educators in the state evaluate secondary programs and chart progress toward their goals. *North Carolina Scholastic Aptitude Test Results*, for example, describes achievement in higher order thinking skills as measured by the SAT.



Bob Etheridge
State Superintendent of Public Instruction

Secondary Education in North Carolina:

A Report of Student Participation and Performance in

Algebra I
Geometry
Algebra II
Economic, Legal, and Political Systems in Action
U.S. History
English I
English II
Physical Science
Biology
Chemistry
Physics

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Development of a comprehensive report on student participation and performance in End-of-Course subjects requires the effort of many individuals. Much of the structure and content of this report is due to the earlier work of Bob Evans and Chris Averett. Daisy Vickers contributed the sections on performance assessment, particularly with respect to the English II essays, and Eileen Williams contributed the sections related to the Geometry proofs. Lori Davis, Ken Barbour, and Carol Briles prepared data from local school systems. Data analyses are the result of programming by George Stubblefield and Betty Marsh. Joy Partin prepared the graphical displays. Report production was the responsibility of Faye Atkinson and Lila Hunter.

Executive Summary

This report describes participation, student characteristics, and achievement for eleven high school courses assessed by the North Carolina End-of-Course Testing Program in 1991-92. The subject areas are Algebra I; Geometry; Algebra II; Economic, Legal, and Political Systems in Action (ELP); U.S. History; English I; English II; Physical Science; Biology; Chemistry; and Physics. Background information on the history, purposes, and development of the End-of-Course Testing Program is also given. Highlights of this report are listed below.

- Participation of North Carolina students in Algebra II, Biology, and Chemistry appears to be typical of that in other states, but participation in Algebra I and Physics is somewhat lower than that in other states.

- Participation in advanced mathematics and science courses varies by sex, parental education, ethnic group, and post-high school plans, and is widely variable among school systems. The variability in school system participation cannot be totally accounted for by differences in advantagement of school system populations.

- The percentage of students taking the next course in the advanced mathematics sequence is somewhat lower than the percentage passing the previous course. The percentage taking the next course in the science sequence is dramatically lower than the percentage passing or achieving a grade of at least a *C* in the previous science course.

- The percentage of eighth-grade students in an accelerated mathematics sequence, allowing for four additional advanced mathematics courses, has grown since 1985-86 from 11.3 to 19.2 percent. However, it appears that only the brightest students have the opportunity to be in this track, and 16 school systems had fewer than ten percent of eighth-grade students taking Algebra I.

- 1991-92 Algebra I, Biology, and Chemistry students on average are answering two to three more test items correctly than their counterparts at initial administrations several years ago. These improvements reflect about half a letter grade when placed on a grading scale. Thus, today's students are half a letter grade stronger in their content knowledge of these courses than students a few years ago. Furthermore, grading standards have become more stringent as overall achievement has increased.

- Average performance on all tests differs by sex, ethnic group, parental education, post-high school plans, anticipated final grades, amount of homework, job hours, and school system. The largest average differences by sex occur on the English I and Physics tests, with females averaging higher scores in English I and males averaging higher scores in Physics. Average scores for black students and American Indian students are lower than those for white students and "other" students. Students whose parents have some education beyond high school tend to score higher, on average, than students whose parents are less educated.

- Statewide performance on End-of-Course tests reflects the overall statewide grading patterns of teachers for student performance throughout the school year, which is an indication of the validity of the tests.

- Average scores for students planning to attend four-year colleges and taking the selective courses of Algebra I, Geometry, and Algebra II are between the average for *C* and *B* students in these courses. Average scores for students planning to attend four-year colleges and taking the general courses of Biology and English I, or the highly selective Physics course, score similarly to the average for *B* students in these courses.

- Two indices of program effectiveness that reflect not only "what students know" but also "how many know it" are reported for all courses. These indices, yield and effective yield, have generally increased since the beginning of End-of-Course assessment in each selective subject. Gains in effective yield in Algebra I parallel the gains in yield, indicating that the additional students taking Algebra I are performing at acceptable levels.

- Both yield statistics for school systems are significantly correlated with other measures of educational performance including average CAT scores and SAT yields. This result supports the validity of the End-of-Course tests as measures of school system performance.

- Outstanding programs are identified in terms of overall performance, participation, yield, effective yield, and change in these indices since the 1990-91 school year. The top ten school systems are listed for each area. It can be seen from the overall list that many school systems are making improvements in one or more areas in secondary education. Ninety-four of the 129 school systems are in one or more categories of outstanding programs.

- Of the 553,016 End-of-Course tests taken in 1991-92, 999 were perfect scores. On 10,693 tests, students missed no more than three items.

Schools and school systems can identify strengths and weaknesses in their instructional programs by examining relative performance on goals measured by over 2,000 test items assessed in 1991-92 across the ten multiple-choice subject areas. Comparative data on grading practices and participation rates give school systems additional information for planning and program evaluation. This detailed information is supplied directly to school systems in the form of comprehensive goals reports.

Beyond the use of test information for improved decision-making, evaluation, and planning, the End-of-Course tests are part of three accountability programs. North Carolina's Program for Accreditation, Senate Bill 2, and the State Board of Education's Report Card for School Systems use student outcomes, including scores on End-of-Course tests, in the accountability process. This detailed information is supplied directly to school systems in the form of comprehensive goals reports.

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Section I: Background

Introduction

In July of 1983 the North Carolina General Assembly directed the State Board of Education to define and to estimate the cost for a basic education program. The Basic Education Program which was adopted by the State Board of Education and funded by the General Assembly includes support services, such as counseling and psychological services; promotion standards; graduation requirements; drop-out prevention; remedial and compensatory education services; programs for exceptional students; material support; staffing ratios at the school and district level; staff development; facility standards; and a *Standard Course of Study* that describes a common core of knowledge and skills to be available to all North Carolina students. The Basic Education Program, of which the *Standard Course of Study* is a part, describes "what each child in the North Carolina public schools is guaranteed." The *Standard Course of Study* in high school includes courses in the arts, communication skills, healthful living, mathematics, science, social studies, second languages, and vocational education. In an attempt to ensure that the state curriculum reflects a consensus view of what is considered basic education, the development process for the *Standard Course of Study* involved teachers and curriculum specialists from local school districts as well as state level staff and university specialists in the various curricular areas.

To assess the implementation of the *Standard Course of Study*, the Basic Education Program also includes curriculum testing in grades 3 through 8; minimum competency testing in high school; and an end-of-course testing program for high school courses. The purposes of the End-of-Course tests are two-fold:

1. The tests provide information about each individual student's performance relative to that of other students in North Carolina;

2. The tests provide information about school and school system achievement on the subject area goals specified in the *Standard Course of Study*.

Based on statewide enrollment patterns and recommendations made by two commissions on education in North Carolina, the courses chosen for initial test development were Biology and Algebra I. In the spring of 1985, soon after the *Standard Course of Study* was written, item pools for these two courses were built. The results of the item development phase indicated that the Algebra I items were sufficient in quality and quantity to merit building End-of-Course tests. The first End-of-Course test of Algebra I was implemented in the 1985-86 school year. Since then, one or two courses have been added to the End-of-Course Testing Program most years. In 1991-92 eleven courses were assessed: Algebra I; Geometry; Algebra II; Economic, Legal, and Political Systems in Action (ELP); U. S. History; English I; English II; Physical Science; Biology; Chemistry; and Physics. Except for English II and the proofs section of the Geometry test, which are open-ended

(free response), the tests are in a multiple-choice format. Open-ended items will be field-tested in five End-of-Course subjects in 1992-93, and a number of the existing tests will be revised to match revisions in the *Standard Course of Study* [refer to the (re)development schedule provided as Appendix B.] North Carolina is one of only a few states that have statewide assessments by subject area in high school, and is the only state with a comprehensive assessment program in high school mathematics, science, social studies, and communication skills.

Using the summary information sent to school systems about performance on goals, schools and school systems are able to analyze strengths and weaknesses in their instructional programs and allocate resources based on this information. Comparative data on grading practices and participation rates give school systems additional information for planning and program evaluation. Beyond the use of test information for improved decision-making, evaluation, and planning, the End-of-Course tests are part of three recently-mandated accountability programs. These programs, which are North Carolina's Program for Accreditation, Senate Bill 2, and the State Board of Education's Report Card for School Systems, include scores on End-of-Course tests as well as other student outcomes in the accountability process. North Carolina's Basic Education Program promises students a similar basic education no matter where they live, and these tests were mandated to help evaluate the program.

Additionally, to help school systems analyze student performance, the End-of-Course Data Analyst software package has been developed. Distributed to school systems, this program allows administrators to view average scores for a variety of subgroups of students compared to the state averages for the same subgroups. This capability, which uses both tabular and graphical displays, assists administrators in determining program strengths and weaknesses.

The purpose of this report is to describe achievement, participation, and student characteristics in eleven high school courses. Indices of effectiveness that combine achievement and participation are described for selective courses. Outstanding programs are identified in terms of 1991-92 overall achievement, participation, effectiveness, and gains in these indices. Finally, indices of achievement, participation, and effectiveness in all eleven subjects are reported for the 129 North Carolina public school systems.

This report is divided into five sections. Background information on the End-of-Course Testing Program is provided in Section I. Section II contains performance information for the eleven courses, followed by graphical representations of the data in Section III. Results are described in paragraph form in Section II and observations accompany each graph in Section III. Outstanding programs are identified in Section IV and results for all school systems are provided in Section V. Appendix A provides frequency distributions for the multiple-choice tests, and Appendix B is the End-of-Course (Re)development Schedule.

Structure of End-of-Course Tests

Multiple-Choice Tests. At present, nine of the eleven North Carolina End-of-Course tests are composed solely of multiple-choice test items, which were written to match the goals and objectives of the *Standard Course of Study* for each subject. The Geometry test includes a proof section which requires written responses to two prompts, in addition to the multiple-choice test. The English II test is an essay test, which is more fully described below.

To fulfill the dual purposes of student reporting and curriculum reporting, several forms of the multiple choice tests are administered in each classroom. Each test form consists of a core of items taken by all students, or an equivalent core, and one of three to five sets of variable items. For example, five forms of the Algebra I test are administered each year. The core contains 60 items and the variable sets contain 35 items, so that a total of 235 items (60 + (5 x 35)) are administered in each classroom. Individual student scores are based entirely on core items. The large number of test items provides broad curriculum coverage, and school and school system summary reports include scores based on items matched to particular goals.

During the test development process a large pool of test items is written so that different editions of the tests can be administered each year. The core tests are statistically equivalent so that comparisons of performance on the core tests can be made across years. The use of different editions each year, the administration of over 145 test items in each classroom, and the match of test content to the *Standard Course of Study* virtually eliminates problems in assessing educational improvement associated with "teaching to the test."

Geometry Proofs. Geometry was first assessed in the 1988-89 school year. One of the major instructional goals of the Geometry curriculum is that students learn to develop complete proofs. The Geometry End-of-Course test includes both a multiple-choice and a proofs assessment. The proofs portion of the Geometry test assesses demonstrative logical and thinking skills related specifically to the following four geometry concepts: parallel lines, congruent triangles, similar figures, and quadrilaterals. Each student writes two proofs, one common to all students and one of four variable proofs, so that five proofs are administered in each classroom. Geometry proofs are administered in late March and scored by specially trained teachers at centralized scoring sites using a focused holistic scoring method.

Standards for grading the proofs are quite high, with the top score of 4.0 representing a proof which is complete, accurate, logically sequenced and which contains no mathematically incorrect information. Standards for score levels remain constant over time, thus allowing analysts a proper measurement for program evaluation. Abbreviated score-point definitions are listed below.

4 The response demonstrates a clear understanding of the proof.
3 The response exhibits a reasonable command of geometric logic in developing the proof.
2 The response demonstrates a weakness in geometric logic in developing the proof.
1 The response exhibits a lack of command of Geometry in developing the proof.
0 Blank/Nothing correct and relevant.

English II Essay. The English tests differ from the other subject area tests. Each test measures only a portion of the curriculum each year, but across the four courses (English I, II, III, and English IV), the major areas of the curriculum will be measured. Because English is a required four-year course sequence, the State Board of Education and the North Carolina Commission on Testing determined that the most efficient method for any in-depth assessment is to concentrate on particular areas of the curriculum each year. This decision was made after consulting with writing specialists, an advisory group of high school English teachers, an advisory group of university professors of English, and the Communication Skills and Testing Sections of the North Carolina Department of Public Instruction. Currently on the ninth-grade English I Test, a multiple-choice test, definition and application of literary terms, proofreading and editing skills, and reading comprehension are measured.

The purposes of the English II End-of-Course test are to assess mastery of the writing curriculum, to assess the application of grammatical skills, and to assess the students' achievements in literary analysis. The English II test was administered for the first time in March, 1992. In order to test the entire writing curriculum each year, all four composing modes (argumentative, descriptive, expository, and narrative) were assessed in each English II classroom. However, each student was asked to write only two essays. Similar to other multiple-form End-of-Course tests, there was one common prompt to which every student in the state responded. In addition to the common prompt, each student was asked to use one of several writing approaches, e.g., cause and effect, comparison and contrast, or report writing.

Some of the prompts were literature based with students being asked to analyze literary works using terms and concepts from the ninth- and tenth-grade curricula. Since the tenth-grade curriculum is built around world literature (excluding American and British literature), ideas and terminology necessary for the study were incorporated into the test. None of the prompts required a familiarity with a specific work. However, the work the student chose to analyze had to be from world literature other than American or British. Students were allowed to choose a literary work that they had read in class or on their own. The majority of the prompts were multi-leveled and required the students to demonstrate a variety of thinking and communicating skills. The four composing criteria - main idea, supporting details, organization, and coherence - that are used in scoring the fourth, sixth- and eighth-grade writing assessments, were also used in scoring the English II test.

Students were asked to write an expository essay in response to the following prompt in March, 1992.

> **Most villains in literature are characters who hurt others in order to satisfy their own needs and self-interests. From the novels, short stories, poems, and plays you have read in the past two years, choose one work in which self-interest motivates a villain. Identify the villain. Using specific references, explain what the villain wants, how it will serve the villain's interest, and whom the villain hurts in order to get what he or she wants. The work you choose must be from world literature other than British and American. Give title and author.**

Each response to this common prompt was independently scored for content by at least two trained readers using a six-point holistic scoring method similar to the four-point scale used in the statewide assessments for grades four, six and eight. The criteria for the scoring method and the range of scores are more extensive than for the earlier grades to reflect the ability of tenth-grade students. A complete description of the scale, as well as sample papers and scoring, are provided in the *Scoring Guide* for the English II essay test, which is provided to school systems each year.

The variable prompts assessed the other three modes of writing not tested by the common prompt and were scored once for content using a focused holistic scale with standards equal to those of the common prompt. School system and school level performance information was returned for the four variable prompts assessed. Another trained reader scored the common prompt essay for conventions using an analytical method which assessed student proficiency in sentence formation, usage, mechanics, and spelling on a 1 to 3 scale, with 3 being the highest possible score.

Test Development Process

Multiple-Choice Tests. The *Standard Course of Study* and the *Teacher Handbook* specify curricular goals and objectives by grade and subject. To ensure the instructional validity of the tests, teachers throughout the state are surveyed to determine which objectives are basic and important to measure on End-of-Course tests. After the survey, some objectives may be designated as relevant only to accelerated courses, and therefore are not tested on the End-of-Course tests. Specially trained educators draft test items to match specific objectives in the *Teacher Handbook*. Approximately 1,200 items are written for each course so that multiple forms of each test can be developed. North Carolina teachers in each subject area review test items. After editing, the items are evaluated by subject area specialists and teachers from all regions of the state for curriculum match, format, artwork, absence of bias, and technical quality. The items are placed into field test booklets and are administered in randomly selected North Carolina schools. After field testing, the items are subjected to statistical and psychometric analyses and further curricular review, which typically results in elimination of approximately 25 percent of the item pool, leaving about 900 items from which to build the core and variable portions of the End-of-Course tests. Several versions of

the final tests are reviewed by North Carolina teachers and curriculum specialists before statewide administration. Alternate forms of the core tests are field tested during the first year of statewide administration. These forms are adjusted so that equivalent core tests are administered each year.

Performance Assessments. The development of the performance assessments in Geometry and English has involved advisory groups composed of state level curriculum experts, local curriculum specialists, teachers from the various regions of the state, and university professors. The development of the upcoming open-ended tests in Algebra I, U. S. History, Biology, English I and Geometry, scheduled for field testing in 1992-93, has necessitated advisory groups as well, for item development and review. The advisory groups develop the prompts to be field tested, determine the scoring criteria and develop the score scale. Eighty English II prompts were administered during the 1988-89 school year in a statewide field test. A scoring guide illustrating the scoring criteria was distributed to English teachers in the fall of 1990. Revised prompts were field-tested in 1991 and the English II test was administered for the first time in March of 1992. Once the field test is scored by trained readers, the advisory group edits the prompts in need of revision. These revised prompts are then re-field tested. Prompts that are successful can be used in a statewide assessment. Prompts are considered for use if the score point distribution is similar to, or better than, the distribution on the statewide assessment. Evaluation of all prompts is made by pre-equating prompts by writing mode. The prompts must also cover the curriculum as broadly as possible. For instance, there must be literary as well as non-literary prompts each year; and there must also be a variety of approaches in order to measure not only literary analysis and conceptual skills but also practical writing skills that are also a part of the curriculum.

Section II – Performance on the End-of-Course Tests

To meaningfully interpret End-of-Course test results, both participation and performance must be examined. This section discusses the different purposes of several measures, their definitions, and the implications for interpreting test results. The three measures are participation, performance, and yield.

Participation

In 1991-92 the End-of-Course Testing Program assessed three mathematics courses, four science courses, two social studies courses, and two English courses. The three mathematics courses, Algebra I, Geometry, and Algebra II, and two of the science courses, Chemistry and Physics, are selective: only a select subgroup of the student population takes these courses. U. S. History, English I and English II are required for graduation. Although Biology, ELP and Physical Science are not required for graduation, nearly all students use these courses to fulfill various requirements.[1] Therefore, participation for this report shall focus on the remaining five selective subjects – Algebra I, Geometry, Algebra II, Chemistry, and Physics.

Modern technological society demands more advanced mathematics and science preparation for more students than has been required in the past. The need for better education in mathematics does not translate to better skills at computation and calculation. Rather, the demand is for the thinking, reasoning, and problem-solving skills that true mathematical understanding can impart, and for specific content knowledge in algebra, geometry, probability, statistics, and other advanced mathematical topics. Math courses, especially Algebra I, are viewed as the "gatekeepers", stratifying students for future opportunities. As is noted in *Everybody Counts*[2], mathematics needs to be seen as a pump, not as a filter, enabling students to pursue opportunities, not closing off opportunities for them. In addition, understanding the biological and physical world not only makes more informed consumers and voters, but also prepares students to make the technological advances that will enable the United States to compete successfully in today's world economy and to make the changes required for a safe environment and a higher standard of living for all. Thus, participation in the aforementioned selective courses is critical.

Participation Indices. It is difficult to precisely determine percent participation since students in different grade levels may take the same course. However, most students tend to take each course in one particular grade. The traditional method for determining participation rates is expressed by the following formula:

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[1]Beginning with freshmen entering in 1992-93, Algebra I and Biology were specifically required for graduation with a high school diploma, as part of the Quality Assurance Program.
[2]*Everybody Counts, A Report to the Nation on the Future of Mathematics Education*, National Academy Press, 1989.

$$\frac{\text{Number of students enrolled in Xth grade course in Y}}{\text{Number of students enrolled in Xth grade in Y}},$$

where Y is the current year, and X is the grade level in which the largest number of students enrolled in that particular course. Ninth-grade enrollment varies considerably by school system due to the prevalence of retention the first year of high school and the difference in high school structure, e.g., 9-12 and 10-12 organizations.

Because eighth grade is generally prior to a high incidence of students dropping out, another measure of participation allows more valid comparisons across subjects. The numerator is the same for both this participation index and the traditional participation index. The denominator for this index, however, uses enrollment in eighth grade for the year in which the largest number of students currently taking the course statewide were in the eighth grade.

This index, hereafter referred to as Participation Index 1, is as follows:

$$\frac{\text{Number of students enrolled in Xth grade course in Y}}{\text{Number of students enrolled in eighth grade in Y} - (X - 8)},$$

where X and Y are defined as above. For example, School System A has 1000 students in membership in U. S. History (an eleventh-grade course.) The number of students in membership in the eighth grade in 1989 was 1250. Thus, Participation Index 1 equals 1000/1250 or 0.8. This report shall henceforth use Participation Index 1 for North Carolina participation rates unless otherwise stated.

Comparison with Other States. Due to variation among the fifty different educational systems in the United States, it is difficult to compare participation rates of states. As a result, no comprehensive study on this topic exists. However, the State Science/Math Indicators Project sponsored by the Council of Chief State School Officers has estimated state-by-state participation rates for mathematics and science courses for a subset of states that supplied data. Table 1 gives participation rates for southern states providing data, and the range and median for all 38 participating states.

These data show that North Carolina had about the same participation as other states in Algebra II, Biology, and Chemistry, and lower participation in Algebra I and Physics. While the numbers do not take into account course rigor, passing rates, or other variations among states, they do show that states differ according to percentages of students exposed to these mathematics and science courses.

Table 1. Estimated Percentage of Students Taking Selected Mathematics and Science Courses over Four Years of High School: 1989-90

State	Formal Math Level 1 (Algebra)	Formal Math Level 3 (Algebra II)	Biology 1st Year	Chemistry 1st Year	Physics 1st Year
Alabama	70%	46%	95+%	38%	21%
Kentucky	81%	54%	95+%	45%	14%
Louisiana	95+%	64%	90%	50%	21%
Mississippi	85%	58%	95+%	55%	17%
North Carolina	67%	51%	95+%	47%	15%
South Carolina	69%	55%	95+%	51%	16%
Tennessee	79%	54%	88%	42%	11%
Virginia	81%	55%	95+%	57%	23%
Median*	81%	51%	95+%	45%	19%
Range*	52-95+%	29-65%	65-95+%	26-62%	10-36%

*Based on all 38 states that participated in the study.
Source: *State Education Indicators 1990*, Council of Chief State School Officers.

Participation in End-of-Course Tests. Participation in the End-of-Course Testing Program is displayed in Table 2. The grade level used for calculating participation is given for each subject. Note that for the ninth-grade courses, Participation Index 1 is higher than the traditional index. This difference reflects the fact that ninth-grade students, being in the first year of high school, are retained at higher rates. In other subjects taken in higher grades, the traditional index is higher than Participation Index 1 due to the higher incidence of dropout. Note the wide variation in participation rates across subjects.

Table 2. 1991-92 Participation Indices for End-of-Course Subjects

Subject	Typical Grade Level	Participation Index 1	Traditional Index
Algebra I	9	81.2	76.2
Geometry	10	59.4	62.7
Algebra II	11	45.5	55.6
ELP	9	96.9	91.0
U. S. History	11	79.9	97.6
English I	9	92.1	86.5
English II	10	88.7	93.6
Physical Science	9	80.8	75.9
Biology	10	91.5	96.6
Chemistry	11	42.4	51.8
Physics	12	12.2	16.1

Table 3 gives state participation rates for all subjects tested for each year since the tests have been given. In general, participation rates in the selective courses have increased since the tests were implemented. From 1991 to 1992, participation increased in all the selective courses.

Figure 1 in Section III[3] graphically illustrates the increase in participation in the initial mathematics sequence course, Algebra I, over the last seven years. This increase in Algebra I participation allows more and more students access to higher mathematics courses. Moreover, these students have better chances of developing higher-order thinking skills in these challenging subjects. It is particularly interesting to examine the percent of students entering the accelerated mathematics sequence, taking Algebra I in the eighth grade. Figure 2 shows that each year, a greater percentage of students begins the accelerated mathematics sequence.

Participation in Course Sequences. In addition to examining yearly participation rates, it is important to "track" the flow of students through the courses which comprise the usual mathematics and science sequences. For mathematics, this process is accomplished by comparing the most recent number of students taking the Algebra II test with the number of students taking the previous year's Geometry test, and then comparing this with the number of students taking the Algebra I test two years previous. An analogous process is followed with the science sequence.

Table 4 shows participation in successive mathematics and science courses up through Algebra II and Physics. The percent passing each course is given to use as a base for comparison when looking at participation in the next course in the sequence. The percent taking Algebra I is based on eighth grade enrollment figures for the previous year. Figure 3 shows that participation throughout the mathematics sequence is higher than in the science sequence.

For the mathematics sequence, the percent taking the next course in the typical sequence is slightly lower than the percent passing the previous course. For the science sequence, however, only about half of successful Biology students take Chemistry, and only about one third of passing Chemistry students go on to take Physics. These numbers, which are similar to previous years' rates, are provided in Table 4.

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[3]Tabular information is provided in text in this section, while all figures are in Section III.

Table 3. Average Core Scores and Participation Indices for End-of-Course Subjects Since 1985-86

	1985-86		1986-87		1987-88		1988-89		1989-90		1990-91		1991-92	
	Number Tested	Participation Index	Number Tested	Participation Index	Number Tested	Participation Index	Number Tested	Participation Index	Number Tested	Participation Index	Number Tested	Participation Index	Number Tested	Participation Index
	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct	Average Core	Percent Correct
Algebra I	63330	67.8%	61003	69.1%	59723	70.5%	60183	73.2%	59085	72.3%	60985	77.7%	66424	81.2%
	37.7	62.9%	39.2	65.3%	39.2	65.3%	39.8	66.4%	40.6	67.7%	41.1	68.5%	40.4	67.4%
Geometry					*field test*		43325	51.1%	43654	53.1%	44325	54.2%	46623	59.4%
							37.5	62.6%	38.4	64.0%	38.8	64.7%	39.1	65.2%
Algebra II	*field test*		36633	39.6%	86414	39.0%	35132	39.8%	35310	41.7%	35828	43.6%	37221	45.5%
			37.7	67.2%	36.2	64.6%	37.6	67.2%	37.4	66.8%	38.8	69.2%	38.2	68.2%
ELP									*field test*		76593	97.6%	79313	96.9%
											41.7	62.2%	42.8	63.8%
U.S. History			*field test*		72824	78.0%	66862	75.8%	64519	76.2%	65767	80.0%	65329	79.9%
					39.9	66.5%	42.0	70.0%	42.2	70.3%	40.1	66.8%	42.2	70.4%
English I							*field test*		73768	90.3%	72023	91.8%	75381	92.1%
									64.3	64.3%	66.2	66.2%	67.0	67.0%
English II											*field test*		69582	88.7%
Physical Science									*field test*		63962	81.5%	66137	80.8%
											39.9	58.7%	41.1	60.4%
Biology	*field test*		82646	88.5%	77154	87.5%	72898	86.0%	72329	87.9%	71665	87.7%	71832	91.5%
			38.0	57.6%	39.0	59.1%	39.2	59.4%	40.4	61.2%	41.1	62.2%	41.5	62.9%
Chemistry					*field test*		33352	37.8%	32801	38.7%	33518	40.8%	34682	42.4%
							37.5	62.5%	38.5	64.1%	40.1	66.8%	39.3	65.6%
Physics							*field test*		10166	11.5%	9711	11.5%	10075	12.2%
									38.3	63.9%	39.4	65.7%	39.4	65.7%

Gray areas indicate years prior to test implementation for each subject.

English II scores are on a focused holistic six point scale. State and school system scores for English II are provided seperately.

Note that the current End-of-Course tests will be revised to match the revised Standard Course of Study. In addition, other tests such as World Studies, Healthful Living, English III, and English IV will be added in future years.

Table 4. Percentages of Students Taking the Next Course in the Mathematics and Science Sequences

Subject/ Grade Level	Year	Number Tested	Percent Passing	Percent Taking Next Course
Eighth-grade ADM	1988-89	81,731	--	72.3
Algebra I	1989-90	59,085	85.7	75.0
Geometry	1990-91	44,325	88.0	84.0
Algebra II	1991-92	37,221	90.2	--
Eighth-grade ADM	1988-89	82,250	--	87.9
Biology	1989-90	72,329	87.7	46.3
Chemistry	1990-91	33,518	90.6	30.1
Physics	1991-92	10,075	96.7	--

Factors Affecting Participation. Student participation in the selective mathematics and science courses is determined by a complex set of factors including student attitudes and aspirations; peer influences; counseling; student ability; administrative selection criteria; parental involvement; course availability; expectations of teachers, counselors, and administrators; and community influences. This section will illustrate how participation in these courses varies by grade level in school, sex, ethnic group, parental education, post-high school plans, and school system. Then, other factors related to school policy or student behavior, (grading practices, homework and working at a paying job), are discussed.

Variations in ***grade levels*** in which students take particular courses generally occur in selective mathematics courses. Some students are on an accelerated track in which they take Algebra I in the eighth grade, Geometry in the ninth, and Algebra II in the tenth. Students who are in this "fast track" not only have opportunities to learn more advanced mathematics at an earlier age but also have opportunities to take additional advanced mathematics courses in their junior and senior years in high school, while those students who take Algebra I in the tenth grade cannot take advanced mathematics beyond Algebra II. Students who begin with Algebra I in the ninth grade can take three additional mathematics courses in high school. Participation by grade level in Geometry and Algebra II parallels that established in Algebra I. Table 5 shows Algebra I participation by grade level.

Table 5. 1991-92 Participation in Algebra I by Grade Level

Grade Level	Final ADM	Algebra I Students	Percent of ADM	Percent of Algebra I Students
Eight	81,196	15,580	19.2%	23.5%
Nine	87,115	23,315	26.8%	35.1%
Ten	74,334	16,893	22.7%	25.4%
Eleven	66,906	5,673	8.5%	8.5%
Twelve/Other	62,679	4,963	7.9%	7.5%
Total		66,424		100.0%

The opportunity to participate in the accelerated mathematics sequence varies by school system. Although the number has decreased, five school systems still did not offer Algebra I to eighth-grade students in 1991-92. However, the percent of eighth-grade students taking Algebra I has generally increased since implementation of the test in 1985-86. In 1991-92 sixteen school systems had less than ten percent of their eighth-grade students taking Algebra I, while some had as many as 50 percent.

The likelihood of participating in the accelerated mathematics sequence also varies by ethnic group. Figure 4 shows the participation differences among ethnic groups in each grade level for Algebra I. Although 25.6% of Algebra I students are black, only 14.1% of eighth grade Algebra I students are black. Among white Algebra I students, 27.4% are in the eighth grade, while only 13.0 percent of black Algebra I students are in the eighth grade. Approximately 45.5% percent of eleventh grade Algebra I students are black; these students have begun the mathematics sequence too late in their high school careers to satisfy the three advanced mathematics courses requirement of the University of North Carolina system.

In Tables 6 through 15, enrollment in the ten courses assessed by multiple-choice tests is broken down by grade level, sex, ethnicity, post-high school plans, anticipated final grade, parental education, hours working at a paying job, and homework. Figures 5 – 14 give graphical representations of these enrollment patterns and student characteristics.

Except for Physics, ***females*** are over-represented in the selective mathematics and science courses. Of students in the selective courses, females comprise from 53.7% in Algebra I to 56.5% in Chemistry. Females accounted for only 45.4% of Physics students. For the census courses, the sexes are equally represented as expected. Figure 5 shows the proportions of males and females in each course.

Participation in selective courses varies by ***ethnic group***. Black students represent approximately 30 percent of the school-age population, and, accordingly, about 30 percent of the enrollment in Biology, ELP, English I, and

U. S. History. As courses become more advanced, however, black representation decreases. For example, while 28.5% of Biology students are black, only 22.4% of Chemistry students are black, and only 15.2% of Physics students are black. The proportion of blacks in the selective courses has increased over time; however, levels have not significantly changed over the last two or three years. Table 16 gives the proportions by ethnic group for the End-of-Course tests for which at least four years of data are available. Figure 6 shows proportions by ethnic groups in the ten subjects assessed by multiple-choice End-of-Course tests.

Parental education also appears to have an impact on participation in selective mathematics and science courses. In the general courses, between 56.9% and 63.5% of students reported having one or more parent with education beyond high school. Physical Science has the lowest percent of students with a parent with education beyond high school. The range for the selective courses is from 67.6% for Algebra I to 83.7% for Physics. Generally, as courses become more selective, the percentage of students who have at least one parent educated beyond high school increases. Figure 7 shows proportions within parental education levels for each course.

Students are asked to report their ***post-high school plans*** when taking End-of-Course tests. As expected, the selective courses have a higher percentage of students planning to attend a four-year college than the general courses. While approximately half of the students in all the general courses plan to attend a four-year college, more than 70% of Algebra II and Chemistry students, and nearly 85% of Physics students plan to attend a four-year college. Among the census courses, around five percent of students plan to seek employment, and an additional seven percent plan to enlist in military service. In the higher level, more selective courses, students become more decided about their plans, as seen in Figure 8.

Finally, participation varies by ***school system***. For example, Algebra I participation rates for school systems in 1991-92 range from an estimated 56.5% to over 100.0%. These figures are substantially higher than in previous years, possibly due to the recent requirement that, beginning with 1992-93 freshmen, students must take Algebra I and Biology in addition to previously specified courses in order to receive a high school diploma. While the median participation index for Algebra I is about 78, ten percent of school systems had an index under 62, and ten percent had an index at or over 100[4]. Participation indices for mathematics and science sequences are listed by school system in Section V. Participation indices for all subjects are also listed in Section V, and are displayed graphically in Figure 9.

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[4]Note: Caution should be used when interpreting participation rates, which may exceed 100 percent. No method of estimating participation rates can incorporate all factors determining percentages of students taking a particular course. The participation rates presented in this document may be affected by fluctuations in either the number of students taking the course or eighth-grade enrollment, especially in smaller school systems. Furthermore, policy changes at the local level may affect the participation rates, for example, changing the grade level in which most students take a course.

Other Policy Factors or Student Characteristics. Except for the highly selective Physics course, statewide ***grading patterns*** are consistent across high school subjects, as Figure 10 displays. Algebra I has a high percentage of *F*s, reflecting its screening function for other courses. There is a slight tendency for there to be fewer *F*s as selectiveness increases. However, even though only a more selective 46% of Biology students take Chemistry, similar percentages are failed in each course – 8.5% for Chemistry and 10.8% for Biology.

The reported ***amount of homework*** done generally increases as participation in selective courses increases. Students in Physics reported doing the most homework, with over nine percent doing more than ten hours weekly for all classes. Figure 11 displays the percent of students reporting each level of homework for each subject. Figure 12 illustrates the total amount of homework done for students taking Algebra I, according to sex and ethnicity, for black and white students.

While most students do not ***work at a paying job***, the number of hours per week that students report working increases as grade level increases. About 43 percent of Physics students report working ten or more hours a week, while around 35 percent of Chemistry and Algebra II students report working that amount. Figure 13 graphically portrays these findings, and Figure 14 shows the average number of hours spent working according to sex and ethnicity for black and white students.

Students taking End-of-Course tests were asked whether they received ***advice about courses*** they should take from counselors, teachers, other students, or parents. Table 17 gives the distribution of responses about coursework advice for each subject. As course selectiveness and grade in school increases, students generally were more likely to have discussed course planning with a counselor or teacher.

Table 6. Characteristics and Average Performance of Students Taking Algebra I: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	66,424	100.0	40.4	67.4
Grade Level				
7	318	0.5	51.8	86.4
8	15,580	23.5	46.1	76.8
9	26,315	39.6	41.2	68.7
10	16,893	25.4	36.4	60.6
11	5,673	8.5	34.4	57.4
12	1,612	2.4	34.4	57.3
Sex				
Male	30,746	46.3	40.1	66.8
Female	35,638	53.7	40.7	67.8
Ethnic Group				
American Indian	1,080	1.6	36.9	61.5
Black	16,958	25.6	36.8	61.3
White	46,529	70.1	41.7	69.5
Other	1,761	2.7	42.8	71.3
Post High School Plans				
Seek employment	1,739	2.6	35.1	58.5
Military service	3,283	5.0	36.0	60.0
Trade/Business school	1,186	1.8	36.5	60.8
Community/Tech. college	10,059	15.2	36.4	60.6
Private junior college	606	0.9	37.4	62.3
Four-year college	40,328	60.8	42.7	71.1
Undecided	7,599	11.5	38.5	64.1
Other	1,522	2.3	38.0	63.4

	N	Percent	Average Core	Percent Correct
Anticipated Final Grade				
A	9,219	14.0	49.7	82.8
B	16,563	25.2	44.8	74.6
C	18,046	27.5	40.1	66.9
D	13,080	19.9	35.6	59.4
F	8,715	13.3	29.7	49.6
Parental Education				
Less than eighth grade	524	0.8	37.8	63.0
Eighth to twelfth grade	4,953	7.5	36.9	61.5
High school graduate	16,030	24.2	38.4	64.0
More than high school	44,815	67.6	41.6	69.3
Hours at Paying Job				
None	47,480	71.6	41.1	68.5
Less than 2	1,953	2.9	43.3	72.2
2 to 4	3,632	5.5	41.6	69.3
5 to 10	4,457	6.7	39.2	65.3
10 to 20	5,028	7.6	37.2	61.9
More than 20	3,757	5.7	35.4	59.0
Hours of Homework				
None assigned	512	0.8	32.8	54.7
Less than 1	13,664	20.6	37.4	62.3
1 to 3	27,882	42.0	40.0	66.6
3 to 5	12,819	19.3	42.5	70.8
5 to 10	8,147	12.3	44.5	74.2
More than 10	1,770	2.7	44.3	73.9
Assigned but not done	1,561	2.4	34.7	57.8

Table 7. Characteristics and Average Performance of Students Taking Geometry: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	46,624	100.0	39.1	65.2
Grade Level				
8	116	0.2	54.6	91.1
9	11,032	23.7	46.9	78.2
10	20,235	43.4	39.3	65.5
11	11,917	25.6	33.5	55.8
12	3,306	7.1	31.7	52.9
Sex				
Male	20,970	45.0	40.0	66.6
Female	25,628	55.0	38.4	64.0
Ethnic Group				
American Indian	629	1.4	34.0	56.7
Black	11,032	23.7	33.4	55.7
White	33,493	72.0	41.0	68.3
Other	1,395	3.0	41.3	68.9
Post High School Plans				
Seek employment	710	1.5	34.4	57.4
Military service	1,704	3.7	34.8	58.0
Trade/Business school	670	1.4	33.7	56.2
Community/Tech. college	7,025	15.1	33.7	56.2
Private junior college	555	1.2	34.4	57.4
Four-year college	31,339	67.3	41.0	68.4
Undecided	3,887	8.3	37.8	62.9
Other	681	1.5	38.2	63.6

	N	Percent	Average Core	Percent Correct
Anticipated Final Grade				
A	6,445	13.9	50.2	83.7
B	11,479	24.7	44.2	73.6
C	13,056	28.1	38.0	63.4
D	10,210	22.0	33.3	55.5
F	5,254	11.3	28.3	47.2
Parental Education				
Less than eighth grade	283	0.6	34.1	56.9
Eighth to twelfth grade	2,280	4.9	34.9	58.1
High school graduate	9,544	20.5	36.4	60.6
More than high school	34,468	74.0	40.2	67.0
Hours at Paying Job				
None	28,582	61.4	40.1	66.9
Less than 2	1,097	2.4	43.8	72.9
2 to 4	2,043	4.4	41.6	69.3
5 to 10	3,691	7.9	38.6	64.3
10 to 20	6,547	14.1	36.2	60.4
More than 20	4,605	9.9	34.9	58.2
Hours of Homework				
None assigned	183	0.4	32.3	53.9
Less than 1	7,533	16.2	35.9	59.9
1 to 3	17,343	37.2	37.5	62.6
3 to 5	10,329	22.2	40.1	66.9
5 to 10	7,874	16.9	43.0	71.6
More than 10	2,260	4.9	44.8	74.7
Assigned but not done	1,067	2.3	37.6	62.7

Table 8. Characteristics and Average Performance of Students Taking Algebra II: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	37,221	100.0	38.2	68.2
Grade Level				
8	12	0.0	54.0	96.4
9	471	1.3	46.1	82.3
10	10,829	29.1	45.3	81.0
11	16,780	45.1	37.5	66.9
12	9,117	24.5	30.6	54.6
Sex				
Male	16,418	44.1	38.2	68.2
Female	20,795	55.9	38.2	68.2
Ethnic Group				
American Indian	508	1.4	34.4	61.5
Black	7,954	21.4	33.2	59.3
White	27,420	73.8	39.5	70.6
Other	1,273	3.4	41.9	74.8
Post High School Plans				
Seek employment	432	1.2	32.8	58.5
Military service	1,056	2.8	33.3	59.5
Trade/Business school	439	1.2	32.6	58.2
Community/Tech. college	5,783	15.5	31.9	56.9
Private junior college	559	1.5	32.1	57.2
Four-year college	26,340	70.8	40.2	71.8
Undecided	2,185	5.9	36.5	65.1
Other	409	1.1	37.4	66.8

	N	Percent	Average Core	Percent Correct
Anticipated Final Grade				
A	5,993	16.2	48.7	86.9
B	9,847	26.5	42.8	76.4
C	10,313	27.8	36.8	65.7
D	7,306	19.7	31.6	56.5
F	3,633	9.8	25.5	45.6
Parental Education				
Less than eighth grade	220	0.6	34.8	62.1
Eighth to twelfth grade	1,393	3.7	34.6	61.7
High school graduate	6,969	18.7	35.6	63.5
More than high school	28,620	76.9	39.0	69.7
Hours at Paying Job				
None	18,528	49.8	39.8	71.0
Less than 2	693	1.9	43.0	76.9
2 to 4	1,314	3.5	39.8	71.0
5 to 10	3,489	9.4	38.2	68.2
10 to 20	7,988	21.5	36.2	64.7
More than 20	5,176	13.9	34.5	61.7
Hours of Homework				
None assigned	105	0.3	31.1	55.6
Less than 1	5,344	14.4	34.3	61.3
1 to 3	12,870	34.6	36.1	64.5
3 to 5	8,289	22.3	39.0	69.6
5 to 10	7,145	19.2	41.9	74.8
More than 10	2,544	6.8	44.4	79.4
Assigned but not done	913	2.5	36.4	65.1

Table 9. Characteristics and Average Performance of Students Taking ELP: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	79,315	100.0	42.8	63.8
Grade Level				
8	22	0.0	37.1	55.4
9	69,973	88.3	42.7	63.8
10	5,301	6.7	40.7	60.8
11	1,484	1.9	44.2	66.0
12	2,495	3.1	46.8	69.8
Sex				
Male	39,438	49.8	42.6	63.6
Female	39,821	50.2	42.9	64.1
Ethnic Group				
American Indian	1,483	1.9	36.9	55.0
Black	22,714	28.7	37.2	55.5
White	53,020	67.0	45.3	67.6
Other	1,953	2.5	43.0	64.1
Post High School Plans				
Seek employment	4,521	5.7	34.4	51.3
Military service	5,174	6.5	38.5	57.5
Trade/Business school	1,716	2.2	37.7	56.3
Community/Tech. college	11,750	14.8	39.4	58.8
Private junior college	588	0.7	41.8	62.4
Four-year college	41,143	52.0	46.8	69.9
Undecided	11,438	14.5	39.3	58.7
Other	2,820	3.6	37.1	55.4

	N	Percent	Average Core	Percent Correct
Anticipated Final Grade				
A	12,143	15.5	53.4	79.8
B	19,031	24.2	47.7	71.2
C	22,100	28.1	42.1	62.8
D	15,711	20.0	36.8	54.9
F	9,586	12.2	30.8	46.0
Parental Education				
Less than eighth grade	1,008	1.3	34.0	50.7
Eighth to twelfth grade	8,740	11.0	36.1	53.9
High school graduate	22,237	28.1	39.1	58.4
More than high school	47,170	59.6	45.9	68.5
Hours at Paying Job				
None	58,945	74.5	42.9	64.1
Less than 2	2,360	3.0	44.6	66.6
2 to 4	4,213	5.3	43.2	64.4
5 to 10	5,596	7.1	41.7	62.2
10 to 20	4,541	5.7	42.6	63.5
More than 20	3,466	4.4	40.5	60.4
Hours of Homework				
None assigned	2,023	2.6	33.5	50.1
Less than 1	20,870	26.4	38.9	58.0
1 to 3	30,777	38.9	42.6	63.6
3 to 5	12,597	15.9	46.7	69.7
5 to 10	8,012	10.1	49.7	74.2
More than 10	2,110	2.7	50.0	74.7
Assigned but not done	2,808	3.5	37.1	55.4

Table 10. Characteristics and Average Performance of Students Taking U.S. History: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	65,329	100.0	42.2	70.4
Grade Level				
9	265	0.4	37.6	62.7
10	1,918	2.9	37.2	62.0
11	57,539	88.2	42.6	71.0
12	5,508	8.4	40.4	67.4
Sex				
Male	32,084	49.2	42.7	71.2
Female	33,131	50.8	41.8	69.7
Ethnic Group				
American Indian	1,058	1.6	38.7	64.5
Black	18,421	28.3	37.4	62.3
White	43,787	67.4	44.3	73.8
Other	1,738	2.7	43.2	72.0
Anticipated Final Grade				
A	8,632	13.3	50.9	77.1
B	15,805	24.4	46.6	70.6
C	19,756	30.6	41.9	63.5
D	14,432	22.3	37.0	56.1
F	6,035	9.3	32.2	48.8
Parental Education				
Less than eighth grade	650	1.0	36.8	61.3
Eighth to twelfth grade	6,016	9.3	36.3	60.5
High school graduate	16,902	26.2	39.3	65.5
More than high school	40,952	63.5	44.5	74.2

Table 11. Characteristics and Average Performance of Students Taking English I: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	75,385	100.0	67.0	67.0
Grade Level				
8	29	0.0	54.2	54.2
9	74,736	99.2	67.1	67.1
10	493	0.7	56.1	56.1
11	54	0.1	54.6	54.6
12	33	0.0	57.5	57.5
Sex				
Male	37,063	49.2	63.7	63.7
Female	38,272	50.8	70.2	70.2
Ethnic Group				
American Indian	1,413	1.9	58.7	58.7
Black	21,499	28.6	59.7	59.7
White	50,695	67.4	70.3	70.3
Other	1,642	2.2	68.5	68.5
Post High School Plans				
Seek employment	4,125	5.5	52.6	52.6
Military service	4,718	6.3	57.6	57.6
Trade/Business school	1,546	2.1	56.9	56.9
Community/Tech. college	10,194	13.5	61.6	61.6
Private junior college	524	0.7	64.1	64.1
Four-year college	40,319	53.6	73.5	73.5
Undecided	11,159	14.8	61.8	61.8
Other	2,670	3.5	57.6	57.6

	N	Percent	Average Core	Percent Correct
Anticipated Final Grade				
A	8,759	11.8	82.9	82.9
B	19,829	26.6	74.9	74.9
C	22,894	30.8	66.2	66.2
D	15,046	20.2	58.2	58.2
F	7,921	10.6	49.2	49.2
Parental Education				
Less than eighth grade	1,001	1.3	53.1	53.1
Eighth to twelfth grade	8,302	11.0	57.4	57.4
High school graduate	21,279	28.3	62.1	62.1
More than high school	44,626	59.3	71.5	71.5
Hours at Paying Job				
None	57,675	76.7	67.8	67.8
Less than 2	2,326	3.1	69.2	69.2
2 to 4	4,238	5.6	67.2	67.2
5 to 10	5,135	6.8	64.6	64.6
10 to 20	3,550	4.7	63.3	63.3
More than 20	2,311	3.1	56.7	56.7
Hours of Homework				
None assigned	1,683	2.2	49.0	49.0
Less than 1	19,360	25.7	60.4	60.4
1 to 3	29,753	39.5	67.2	67.2
3 to 5	12,255	16.3	73.2	73.2
5 to 10	7,792	10.3	78.0	78.0
More than 10	1,956	2.6	78.0	78.0
Assigned but not done	2,496	3.3	54.7	54.7

Table 12. Characteristics and Average Performance of Students Taking Physical Science: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	66,137	100.0	41.1	60.4
Grade Level				
8	552	0.8	48.4	71.2
9	58,953	89.2	41.2	60.6
10	3,077	4.7	39.5	58.0
11	2,370	3.6	38.9	57.1
12	1,141	1.7	40.2	59.1
Sex				
Male	33,032	50.0	42.0	61.8
Female	33,038	50.0	40.1	59.0
Ethnic Group				
American Indian	1,381	2.1	35.4	52.1
Black	20,395	30.9	35.9	52.8
White	42,840	64.9	43.7	64.2
Other	1,408	2.1	41.7	61.3
Post High School Plans				
Seek employment	3,998	6.1	34.4	50.5
Military service	4,560	6.9	37.7	55.4
Trade/Business school	1,584	2.4	36.3	53.3
Community/Tech. college	10,450	15.8	38.1	56.1
Private junior college	505	0.8	40.7	59.8
Four-year college	32,473	49.2	44.6	65.6
Undecided	10,035	15.2	38.9	57.1
Other	2,412	3.7	36.6	53.8
Anticipated Final Grade				
A	7,425	11.3	52.2	76.8
B	15,300	23.3	46.1	67.8
C	19,391	29.6	40.8	60.0
D	14,566	22.2	36.4	53.6
F	8,873	13.5	31.5	46.3
Parental Education				
Less than eighth grade	928	1.4	33.9	49.9
Eighth to twelfth grade	7,732	11.7	35.5	52.1
High school graduate	19,753	29.9	38.3	56.4
More than high school	37,579	56.9	43.8	64.5
Hours at Paying Job				
None	49,139	74.4	41.1	60.5
Less than 2	1,928	2.9	43.6	64.1
2 to 4	3,488	5.3	41.7	61.3
5 to 10	4,692	7.1	40.6	59.7
10 to 20	3,697	5.6	40.7	59.8
More than 20	3,070	4.7	38.9	57.2
Hours of Homework				
None assigned	1,800	2.7	33.3	49.0
Less than 1	18,111	27.4	37.9	55.8
1 to 3	26,276	39.8	41.1	60.4
3 to 5	10,064	15.2	44.5	65.5
5 to 10	5,851	8.9	47.4	69.8
More than 10	1,401	2.1	47.8	70.3
Assigned but not done	2,542	3.8	36.9	54.3

Table 13. Characteristics and Average Performance of Students Taking Biology: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	71,832	100.0	41.5	62.9
Grade Level				
9	10,614	14.8	46.7	70.7
10	55,752	77.6	41.0	62.1
11	4,101	5.7	36.7	55.6
12	1,334	1.9	36.9	56.0
Sex				
Male	35,369	49.3	41.4	62.7
Female	36,432	50.7	41.6	63.0
Ethnic Group				
American Indian	1,292	1.8	37.1	56.2
Black	20,399	28.5	36.4	55.2
White	48,078	67.1	43.7	66.2
Other	1,929	2.7	42.3	64.1
Post High School Plans				
Seek employment	3,618	5.0	33.9	51.4
Military service	4,525	6.3	37.0	56.0
Trade/Business school	1,882	2.6	36.5	55.3
Community/Tech. college	13,204	18.4	38.0	57.5
Private junior college	682	1.0	39.7	60.2
Four-year college	36,749	51.2	45.3	68.6
Undecided	9,062	12.6	38.7	58.6
Other	2,004	2.8	37.1	56.1
Anticipated Final Grade				
A	8,532	11.9	51.0	77.2
B	17,730	24.8	46.0	69.7
C	21,867	30.6	41.1	62.3
D	15,556	21.8	36.7	55.6
F	7,738	10.8	31.7	48.0
Parental Education				
Less than eighth grade	795	1.1	34.6	52.5
Eighth to twelfth grade	6,830	9.5	35.3	53.6
High school graduate	18,524	25.8	38.2	57.8
More than high school	45,561	63.5	43.9	66.5
Hours at Paying Job				
None	46,133	64.3	41.9	63.6
Less than 2	1,520	2.1	45.1	68.3
2 to 4	3,043	4.2	42.3	64.0
5 to 10	5,738	8.0	40.7	61.6
10 to 20	8,365	11.7	41.0	62.2
More than 20	6,921	9.7	38.6	58.5
Hours of Homework				
None assigned	1,792	2.5	32.4	49.0
Less than 1	16,671	23.2	37.8	57.3
1 to 3	27,386	38.2	40.8	61.8
3 to 5	12,163	17.0	44.6	67.6
5 to 10	8,600	12.0	47.1	71.4
More than 10	2,666	3.7	48.1	72.9
Assigned but not done	2,474	3.4	38.5	58.3

Table 14. Characteristics and Average Performance of Students Taking Chemistry: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	34,682	100.0	39.3	65.6
Grade Level				
9	8	0.0	52.3	87.1
10	5,204	15.0	43.9	73.2
11	23,479	67.7	39.3	65.5
12	5,980	17.2	35.4	59.1
Sex				
Male	15,086	43.5	40.3	67.2
Female	19,579	56.5	38.6	64.3
Ethnic Group				
American Indian	538	1.6	34.9	58.2
Black	7,757	22.4	34.8	58.0
White	25,098	72.5	40.8	67.9
Other	1,221	3.5	40.8	68.0
Post High School Plans				
Seek employment	329	0.9	34.8	58.0
Military service	975	2.8	36.3	60.6
Trade/Business school	332	1.0	33.6	56.0
Community/Tech. college	4,879	14.1	34.8	58.0
Private junior college	433	1.2	35.5	59.2
Four-year college	25,435	73.4	40.7	67.8
Undecided	1,908	5.5	37.6	62.6
Other	369	1.1	38.6	64.3

	N	Percent	Average Core	Percent Correct
Anticipated Final Grade				
A	5,150	14.9	46.8	78.0
B	9,399	27.1	42.0	70.0
C	10,423	30.1	38.2	63.6
D	6,730	19.4	35.0	58.4
F	2,937	8.5	31.7	52.8
Parental Education				
Less than eighth grade	221	0.6	36.2	60.4
Eighth to twelfth grade	1,273	3.7	35.6	59.3
High school graduate	6,373	18.4	36.9	61.5
More than high school	26,792	77.3	40.1	66.9
Hours at Paying Job				
None	16,537	47.7	39.9	66.5
Less than 2	593	1.7	42.3	70.5
2 to 4	1,236	3.6	40.7	67.9
5 to 10	3,400	9.8	39.6	65.9
10 to 20	8,026	23.2	38.7	64.5
More than 20	4,844	14.0	37.6	62.7
Hours of Homework				
None assigned	137	0.4	33.4	55.7
Less than 1	4,778	13.8	36.7	61.2
1 to 3	11,830	34.1	37.7	62.9
3 to 5	7,707	22.2	39.9	66.5
5 to 10	6,740	19.4	41.8	69.6
More than 10	2,638	7.6	43.8	73.0
Assigned but not done	833	2.4	39.5	65.8

Table 15. Characteristics and Average Performance of Students Taking Physics: 1991-92

	N	Percent	Average Core	Percent Correct
All Students	10,075	100.0	39.4	65.7
Grade Level				
8				
9				
10	27	0.3	39.4	65.7
11	1,764	17.5	41.8	69.7
12	8,278	82.2	38.9	64.8
Sex				
Male	5,500	54.6	40.8	68.0
Female	4,570	45.4	37.7	62.9
Ethnic Group				
American Indian	97	1.0	36.3	60.5
Black	1,529	15.2	34.3	57.2
White	7,945	78.9	40.3	67.2
Other	496	4.9	41.2	68.6
Post High School Plans				
Seek employment	52	0.5	36.0	60.0
Military service	250	2.5	36.6	61.0
Trade/Business school	35	0.3	33.7	56.1
Community/Tech. college	817	8.1	33.6	56.0
Private junior college	122	1.2	34.5	57.5
Four-year college	8,486	84.3	40.3	67.1
Undecided	193	1.9	36.1	60.1
Other	108	1.1	38.2	63.7

	N	Percent	Average Core	Percent Correct
Anticipated Final Grade				
A	2,337	23.2	45.7	76.2
B	3,434	34.2	40.5	67.6
C	2,726	27.1	36.4	60.7
D	1,223	12.2	33.4	55.7
F	333	3.3	29.8	49.7
Parental Education				
Less than eighth grade	71	0.7	37.8	63.0
Eighth to twelfth grade	219	2.2	35.2	58.7
High school graduate	1,346	13.4	36.8	61.4
More than high school	8,427	83.7	40.0	66.6
Hours at Paying Job				
None	4,103	40.8	40.1	66.8
Less than 2	162	1.6	42.2	70.4
2 to 4	363	3.6	41.6	69.4
5 to 10	1,094	10.9	40.3	67.1
10 to 20	2,734	27.2	38.5	64.2
More than 20	1,609	16.0	37.8	63.0
Hours of Homework				
None assigned	60	0.6	37.1	61.9
Less than 1	1,391	13.8	38.1	63.5
1 to 3	3,030	30.1	37.9	63.1
3 to 5	2,185	21.7	39.2	65.3
5 to 10	1,976	19.6	41.0	68.3
More than 10	938	9.3	43.1	71.9
Assigned but not done	484	4.8	40.5	67.5

Table 16. Proportions of Ethnic Groups Taking End-of-Course Tests from 1985-86 to 1991-92*

	1985-86	*1986-87*	*1987-88*	*1988-89*	*1989-90*	*1990-91*	*1991-92*
Algebra I							
Am. Indian	1.4	1.4	1.3	1.3	1.4	1.5	1.6
Black	23.4	24.7	26.2	26.2	25.5	25.6	25.6
White	73.9	72.4	71.0	70.7	70.7	70.6	70.1
Other	1.3	1.5	1.6	1.8	2.3	2.3	2.7
Algebra II							
Am. Indian	–	1.0	1.0	1.0	0.9	1.2	1.4
Black	–	17.7	19.0	19.9	21.5	21.8	21.4
White	–	79.5	78.1	76.8	75.0	74.1	73.8
Other	–	1.7	1.9	2.3	2.6	2.9	3.4
Biology							
Am. Indian	–	1.5	1.6	1.6	1.8	1.7	1.8
Black	–	28.3	29.0	29.8	29.0	28.8	28.5
White	–	69.0	67.9	66.8	67.2	67.2	67.1
Other	–	1.2	1.5	1.7	2.0	2.3	2.7
U. S. History							
Am. Indian	–	–	1.5	1.6	1.5	1.6	1.6
Black	–	–	28.4	28.5	29.2	28.6	28.3
White	–	–	68.7	68.2	67.2	67.4	67.4
Other	–	–	1.4	1.7	2.1	2.4	2.7
Geometry							
Am. Indian	–	–	–	1.1	1.2	1.2	1.4
Black	–	–	–	24.0	23.6	23.6	23.7
White	–	–	–	72.9	72.8	72.4	72.0
Other	–	–	–	2.0	2.3	2.8	3.0
Chemistry							
Am. Indian	–	–	–	1.2	1.2	1.2	1.6
Black	–	–	–	21.2	23.1	22.8	22.4
White	–	–	–	75.2	73.1	72.9	72.5
Other	–	–	–	2.3	2.5	3.1	3.5

* Note that the percentages reported are the percentages of students in each course who report being in one of the four categories of ethnicity. It is <u>not</u>, for example, the percentage of all white students who are in Algebra I, but rather is the percentage of Algebra I students who report being white. It can be assumed that the percentages in the census courses (courses which almost all students in a grade level take), such as U. S. History, are percentages which are representative of the total student body within that grade.

Table 17. Percent of Students Reporting Course Advice from Various Sources

Subject	*Counselor*	*Teacher*	*Students*	*Parents*	*No one*
Algebra I	46.9	46.6	41.3	70.6	7.0
Geometry	61.1	64.3	52.7	75.0	4.6
Algebra II	66.8	69.7	73.4	55.2	4.7
ELP	48.4	50.9	41.3	66.4	8.1
US History					
English I	47.6	51.6	41.7	67.5	7.8
Physical Science	46.5	48.5	64.7	39.2	8.5
Biology	54.4	56.1	43.2	65.5	7.5
Chemistry	68.2	69.7	56.6	73.9	4.6
Physics	67.5	70.4	58.8	72.2	6.7

Table 18. Average Core Score on Algebra II by Job Hours and Homework Hours

Homework Hours	Job Hours: None	<2	2 to 4	5 to 10	10 to 20	>20
None	31.2	35.0	36.5	37.8	27.0	29.9
Not Done	37.9	40.0	41.8	36.1	35.3	34.6
<1	35.5	38.7	33.6	34.1	33.5	32.5
1 to 3	37.3	41.2	36.9	36.0	34.7	33.8
3 to 5	40.5	43.4	39.9	38.9	36.6	36.0
5 to 10	43.4	47.0	44.9	41.2	39.5	37.1
>10	45.9	46.2	46.1	44.0	42.5	37.6

Below State Average

Above State Average

Performance: Multiple-Choice Tests

For the End-of-Course tests, performance is the most basic measure of achievement. In this report, two measures of performance are used with respect to the multiple-choice tests – the average core score and the average percent correct. Both measures of performance are based on the average number of core test items answered correctly by students in a particular group. The core score is the average number of core items answered correctly; however, since different End-of-Course tests have different numbers of core test items, the average percent correct, core score divided by total number of core items, is used for across-subject comparisons.

Although average scores do not exist for other states, average North Carolina scores are useful for examining trends over time, differences across subjects, and subgroup comparisons. Tables 6 through 15 give North Carolina's 1991-92 average scores on the multiple-choice End-of-Course tests broken down by subgroup. Scores over time are provided in Table 3.

Trends Over Time. Performance, which, unlike participation, is pertinent to all End-of-Course tests, not just the selective courses, has increased on all tests since their implementation. Furthermore, 1991-92 scores were higher than 1990-91 scores in all subjects except Algebra I, Algebra II, and Chemistry. The average score for Physics remained the same. Table 3 shows the average state scores on each End-of-Course test for every year each test has been given. Since many of the tests have been implemented only recently, strong trends may not be evident.

Figures 15 and 16 show scores over time for Algebra I and Biology, respectively. As indicated earlier, scores have steadily increased. The horizontal lines represent average core scores attained by students achieving each anticipated final grade in the base years of 1985-86 for Algebra I and 1986-87 for Biology. On the base scales, the average 1991-92 student scored at a *B*– or *C*+ level in Algebra I and a *B*- level in Biology. Scores for other subjects have progressed in a similar manner. Note that while average core scores have increased, participation rates have also increased, as evidenced in Figure 1.

Differences Across Subjects. As an examination of Table 3 will reveal, average statewide percent correct scores on the ten multiple-choice End-of-Course tests range from 60.4 for Physical Science to 70.4 for U. S. History. Performance across subjects is not necessarily related because very different groups of students may take the tests; however, percent correct is fairly consistent across subjects. Furthermore, once an average statewide percent correct score has been established, changes in scores across subjects should be comparable.

Comparisons of Subgroups. Performance varies among various subgroups. Scores, in terms of core score and percent correct on the End-of-Course tests, and percentages of students in the various subgroups, are displayed in Tables 6 through 15.

The largest score differences for students across ***grade levels*** occur in the courses in which students are in different academic tracks. For example, eighth-grade students taking Algebra I are those students who generally excel academically; therefore, they tend to score higher than those students who take Algebra I in the ninth grade. The score difference is even greater when eighth-grade Algebra I students' scores are compared to the scores of tenth- or eleventh-grade Algebra I students. Naturally, this effect continues throughout the entire mathematics sequence. A similar, yet less marked, pattern occurs in the science sequence. For the general courses, the relationship is not as evident.

Large average score differences by ***sex*** occur in English I and Physics. In general, females score higher on English I while males tend to score higher on Physics. Males have smaller score advantages on the Geometry, Physical Science, and Chemistry tests. In the remaining subjects, scores for males and females were similar. Figure 17 displays average percent correct scores achieved by the two sexes.

Average scores also differ by ***ethnic group***. On the 1991-92 tests, whites and "other" students scored higher on all End-of-Course tests than did blacks and American Indians. The differences between average scores for black and white students, however, narrowed slightly in eight of the ten subjects from 1990-91 to 1991-92. Figure 18 shows scores for ethnic groups for all subjects. Figures 19 and 20 show scores for black and white students over time, for Algebra I and Biology, respectively. Scores improve for both groups, but generally the difference between the groups remains the same over time.

Parental education level differences on End-of-Course tests are similar to those typically found on other tests, with higher scores generally associated with higher parental education levels. The difference of greatest interest among the four levels is for those students reporting a parent with education beyond high school. This group's average score is higher than the other groups' average scores in all subjects. The difference generally becomes smaller the more selective a course is. Figure 21 shows scores according to parental education level for all subjects.

Students in all courses except U. S. History were asked to record their ***post-high school plans***. As expected, for all subjects, the average scores of those students who plan to go to a four-year college are higher than for students with other plans. Figure 22 shows the average scores for groups of students by post-high school plans for all subjects.

At the time of test administration, teachers recorded the final grades they anticipated giving students. The average scores for all subjects by ***anticipated final grade*** are given in Figure 23. There is a consistent pattern that as the expected grade in the course increases, average test scores increase. This pattern is an indication of test validity in that the results parallel the grading practices of teachers across the state for student work over the course of the school year.

Although there are consistent differences in the average scores of students receiving different grades, scores for students receiving the same grades vary widely. Figure 24 shows variations in scores for each grade received by Algebra I students. This range of scores reflects differences in grading standards across tracks, teachers, schools, and school systems. As Figure 25 shows, average scores for each anticipated grade have increased along with the overall scores over time, indicating that grading standards for students have become more stringent.

Students reported how much ***homework*** they did for all classes for an average week. Assigning numeric values to the intervals, over all subjects the average ranged from 2.4 hours for students taking Physical Science to 4.0 for students taking Physics, with 2.6 to 2.8 being typical. Scores increase as the amount of homework students do increases. This result was consistent for every End-of-Course subject. Figure 26 graphically displays the relationship between the level of homework and score.

Additionally, the relationship between Algebra II scores and homework for each anticipated final grade is shown in Figure 27. Holding the anticipated final grade constant, an increase in the amount of time spent on homework is associated with significant increases in scores. The same pattern holds for other courses as well.

In general, the more hours students ***work at a paying job***, the less well they score on End-of-Course tests. However, students who work less than two hours consistently score better than students who do not work at all. These results are illustrated in Figure 28.

Table 18 provides scores on the Algebra I End-of-Course test according to ***time spent doing homework and working at a paying job***. As previously noted, scores generally increase with time spent on homework and decrease with more hours working at a job. On average, as job hours increase, the amount of time spent on homework needed to attain a score above the state average increases.

Finally, scores on the End-of-Course tests vary by ***school system***.[5] Section V reports average scores for each school system. The widest variations in performance occur in the selective mathematics and science courses. In the general subjects, school systems tend to differ less. Figure 29 displays the distribution of scores achieved by the school systems on all subjects.

Some of the variation in End-of-Course scores can be accounted for by the differences in the ability levels of the students, as evidenced in the 0.54 correlation between average Algebra I core scores and average eighth-grade CAT mathematics scores over all school systems. Figure 30 illustrates a general decrease in Algebra I scores as CAT mathematics score decreases. However,

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[5]Note: School system results in this report only include students tested at the end of the school year (May). Accountability reports will also include summer, fall, and winter results.

performance on End-of-Course tests varies greatly among school systems with similar CAT scores.

Figure 31 graphs Algebra I participation and performance, grouping school systems by advantagement. This graph shows that school systems that are similarly advantaged do not necessarily have similar participation or scores on the Algebra I test. Furthermore, high participation is not necessarily related to lower average scores, as evidenced by school systems scoring higher than the state average and with participation rates higher than the state average.

Yield: Multiple-Choice Tests

Yield Indices. Since selective mathematics and science courses are not taken by all students, overall performance in these subjects may be related to participation within school systems or within the state. For example, if only the top 20 percent of students take a course, scores will necessarily be higher than if the top 50 percent take the course. ***Yield*** is an index of the effectiveness of a program which takes into account both participation and performance. It is based on a concept presented in *The Underachieving Curriculum* and suggests that indices of program effectiveness should reflect not only "what students know" but also "how many know it."[6] Yield is calculated for all selective courses by multiplying the participation in a course by the average percent correct on the core items and then multiplying by 100. Yield would be 100 percent if all students took a course and all students achieved a perfect score. It can be noted that yield is more sensitive to participation than performance. However, participation is viewed as a very important goal, allowing students to pursue opportunity.

Another yield statistic, ***effective yield***, counts as participating only those students who pass the course as estimated by a certain cutoff score. Therefore, just increasing the numbers of students taking courses and the associated End-of-Course tests will not necessarily increase this statistic; they must also perform at a passing level. Effective yield is calculated as yield times percent passing. The scores used to determine passing cutoffs are based on the scores of students with anticipated final grades of *F* in the first year each End-of-Course test was administered.

Yields on Multiple-Choice End-of-Course Tests. There is no information unique to yield statistics. However, yield is an easy way to combine two separate measures – participation and performance – to provide a general measure of the effectiveness of educational programs. Table 19 gives yields for the selective tests (since participation is relevant only to the selective courses) for each year since each test's implementation. Since participation and average score increased from 1990-91 to 1991-92 in nearly every subject, yield and effective yield also

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[6]Curtis McKnight, et al., *The Underachieving Curriculum: Assessing U. S. School Mathematics from an International Perspective*. International Association for the Evaluation of Education Achievement, Stipes Publishing Company, Champaign, IL, 1987. McKnight did not quantify yield. The suggestion for quantifying yield as described above was made by Randy Harter, Mathematics Supervisor for Buncombe County Schools. He also suggested the effective yield.

increased. Figure 1 shows trends for participation, average percent correct, yield, and effective yield for Algebra I since implementation.

Table 20 gives system-level correlations of the End-of-Course tests among themselves, with each subtest of the eighth-grade California Achievement Test (CAT), and with mathematical and verbal subtest yields of the Scholastic Aptitude Test (SAT). Although cohort changes are not taken into account, at the system level there are fairly strong correlations within End-of-Course tests with the exception of the first-year Physical Science test. Again with the exception of Physical Science, the End-of-Course tests are highly correlated with the CAT and the SAT. The CAT is most highly associated with English I, and the SAT is most highly correlated with Geometry, Algebra II, Chemistry and Physics. Yields, as well as participation rates and scores for all 129 North Carolina school systems, are listed in Section V.

Table 19. Yield and Effective Yield for Selective Courses Since 1985-86

	Algebra I		Geometry		Algebra II		Chemistry		Physics	
	Yield	Effective Yield	Yield	Effective Yield	Yield	Effective Yield	Yield	Effective Yield	Yield	Effective Yield
1985-86	42.6	36.6	–	–	–	–	–	–	–	–
1986-87	45.2	39.1	–	–	–	–	–	–	–	–
1987-88	46.0	40.5	–	–	25.2	21.7	–	–	–	–
1988-89	48.6	43.4	32.0	28.4	26.8	24.9	23.6	21.7	–	–
1989-90	48.9	43.6	34.0	30.8	27.8	24.5	24.8	23.1	7.4	7.1
1990-91	53.2	47.7	35.1	31.9	30.1	28.4	27.2	25.9	7.5	7.3
1991-92	54.7	49.1	38.7	35.6	31.0	27.7	27.8	26.3	8.0	7.7

Table 20. Correlations of School Systems' 1991-92 End-of-Course Effective Yields among Subjects, with 1990-91 Average Eighth-Grade CAT Scores, and with 1991-92 SAT Yields

	Algebra I	Geometry	Algebra II	ELP	U.S. History	English I	Physical Science	Biology	Chemistry	Physics
Algebra I	1.00									
Geometry	0.59	1.00								
Algebra II	0.49	0.60	1.00							
ELP	0.41	0.40	0.39	1.00						
U.S. History	0.47	0.49	0.62	0.26	1.00					
English I	0.53	0.62	0.55	0.49	0.49	1.00				
Physical Science	0.14	0.09	-0.01	0.09	0.01	0.20	1.00			
Biology	0.35	0.55	0.50	0.31	0.42	0.42	-0.24	1.00		
Chemistry	0.49	0.62	0.72	0.37	0.56	0.49	-0.12	0.50	1.00	
Physics	0.50	0.52	0.64	0.43	0.48	0.50	0.02	0.37	0.70	1.00
CAT Reading	0.48	0.52	0.64	0.43	0.48	0.71	0.12	0.43	0.49	0.48
Language	0.43	0.45	0.53	0.39	0.46	0.69	0.07	0.33	0.44	0.45
Mathematics	0.54	0.54	0.57	0.40	0.49	0.72	0.15	0.30	0.48	0.46
SAT Verbal Yield	0.52	0.70	0.76	0.43	0.48	0.55	-0.07	0.52	0.69	0.70
Mathematics Yield	0.58	0.72	0.77	0.40	0.49	0.56	-0.03	0.49	0.70	0.72

Performance: Performance Measures (English II Essay and Geometry Proofs)

English II Essay. A total of 69,582 students responded to the English II Common Prompt in 1991-92. (The common prompt may be reviewed on Page 5.) The percentages of students receiving scores at each score point[7] are presented in Table 21.

Table 21. Percent Scoring at Each Focused Holistic Score Point on the English II Common Prompt: 1991-92

Score	Percentage
6.0	0.0
5.5	0.0
5.0	0.6
4.5	0.8
4.0	3.1
3.5	4.3
3.0	13.4
2.5	12.2
2.0	22.0
1.5	12.9
1.0	19.7
0.0	0.7
Off-Topic	7.7
No Response (Blank)	2.5

One of the most obvious difficulties students had was interpreting and analyzing a piece of literature. The vast majority of the time, students wrote a pure surface plot summary without any focus on the prompt. Papers were scored as off-topic only when readers could not determine by the content of the essay that the student was responding to the prompt given. Very few student scores were lowered because they did not write on world literature (literature other than United States and British.) The low number of students receiving above a 3.5 on the score scale can be attributed to a number of factors. The higher score points require students to do some in-depth literary analysis and also to write a well organized, well elaborated composition using varied and controlled sentence structure. The non-literature based prompts require students to demonstrate a command of particular writing modes (e.g. narrative, argumentative). They may have to demonstrate a knowledge of a particular format such as report writing or letter writing. At these higher score points a student would be expected to clearly demonstrate control by adopting the format to a well organized, coherent response. Students scored higher on prompts that did not require literary analysis.

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[7]The common prompts are read by at least two readers. In the case that two readers assign adjacent scores (e.g., a 1 and a 2), the scores are averaged (resulting for the example in a score of 1.5). Variable prompts are only read once, so that averaging does not occur.

Focused holistic scores on the variable prompts are provided in Table 22. It should be noted that scores on the two non-literature based variable prompts were considerably higher than scores students received on the literature based prompts.

Table 22. Percent Scoring at Each Focused Holistic Score Point on the English II Variable Prompts: 1991-92

	Type of Writing			
Score	*Argumentative/ Literature Based* Percent	*Narrative* Percent	*Expository* Percent	*Descriptive/ Literature Based* Percent
6	0.2	0.9	0.1	0.2
5	1.6	5.1	1.2	1.6
4	5.4	18.4	8.4	7.5
3	14.4	36.2	26.1	20.7
2	20.8	25.4	30.5	30.5
1	20.2	8.5	25.6	24.0
0	21.8	0.0	0.0	0.3
Off Topic	9.2	0.8	1.9	9.2
No Response/ Blank	6.5	4.8	6.3	6.0

Scores on the two non-literature based variable prompts (narrative and expository) were higher. The argumentative prompt that generated the lowest scores was based on the literary concept of a "tragic flaw." The 21.8 percent of zeros on this prompt clearly shows that many students either did not understand at all the concept or were unable to apply it successfully in an analysis of a work. The high numbers of essays scored off-topic in both of the literature-based prompts (argumentative and descriptive) is indicative, as in the common prompt, of the large number of pure plot summaries.

The percentages of students receiving the various scores for the analytic evaluation of the common prompt are provided in Table 23. For each of the four analyses, students received scores on a scale of 1 to 3, with 3 representing the highest score. An examination of Table 23 will reveal that most students performed quite well on this evaluation, especially as compared to the relative weakness in composition.

Table 23. Percent Scoring at Each Analytic Score Point on the English II Common Prompt: 1991-92

Analysis	Score	Percentage
Sentence Formation	3	53.1
	2	30.2
	1	14.2
Usage	3	37.5
	2	33.2
	1	26.8
Mechanics	3	40.0
	2	45.4
	1	12.1
Spelling	3	38.4
	2	34.5
	1	24.6

Geometry Proofs. In 1991-92, 14.6 percent of students received scores of 4.0, and 51.5 percent achieved scores of 2.0 or above on the common proof , demonstrating at least minimal geometric logic in developing the proof. On the other hand, 35.4 percent of the select group of high school student who take Geometry showed very little or no skill in proofing and received scores of 1.0, 0.5, or 0.0.

Although difficulty level in common proofs may differ somewhat from year to year, standards remain the same. For a paper to move from a 0 score point to a 1 score point, the student must have written something correctly that is relevant to the proof. We have seen some movement over time out of these bottom scores. Also, students are writing lengthier proofs than when the assessment began. However, while a significant number of students demonstrate excellent proofing skills by scoring at the top of the scale each year, there has been very little growth at this end of the scale over the past four years.

The 1991-92 distribution of scores on the common proof is presented below in Table 24, and the distribution of scores on the variable proofs are given in Table 25.

Table 24. Percent Scoring at Each Focused Holistic Score Point on the Geometry Common Proof: 1991-92

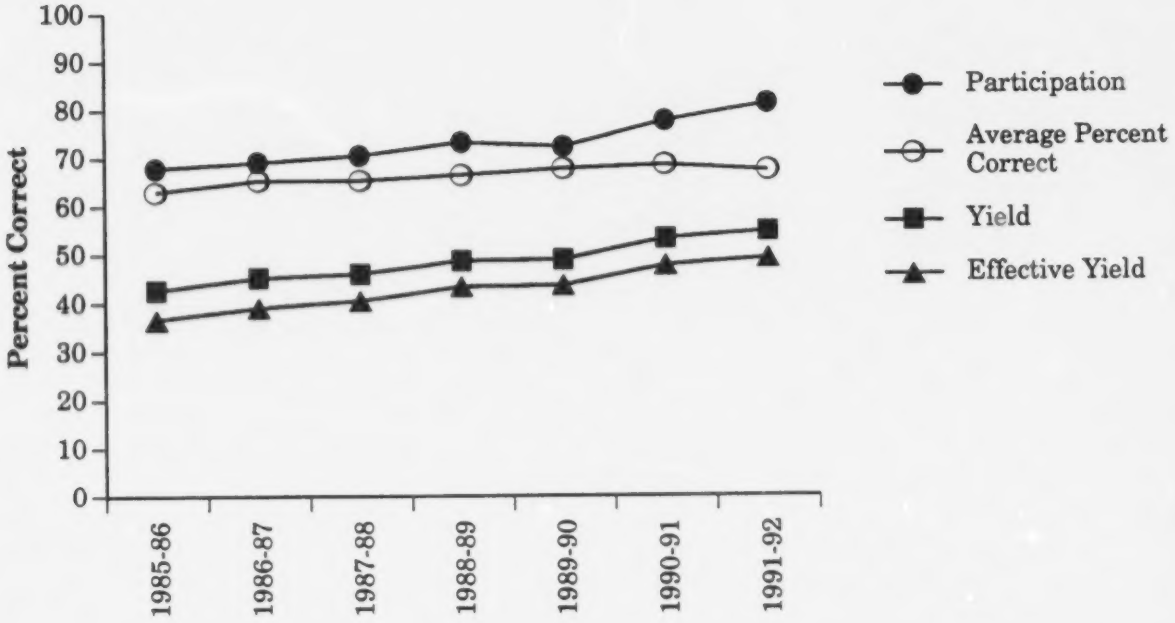
Score	Percentage
4.0	14.6
3.5	4.1
3.0	9.5
2.5	6.6
2.0	16.7
1.5	13.0
1.0	27.8
0.5	4.1
0.0	3.5

Table 25. Percent Scoring at Each Focused Holistic Score Point on the Geometry Variable Proofs: 1991-92

	Type of Proof			
	Angle Bisector / Isosceles Triangles	*Overlapping Triangles*	*Parallel-ogram*	*Similar Triangles*
Score	Percent	Percent	Percent	Percent
4	13.0	7.8	26.5	26.0
3	8.4	11.9	18.2	19.4
2	17.0	17.0	21.2	16.7
1	55.2	35.6	25.6	17.7
0	6.4	27.7	8.5	20.3

Section III. Graphical Results

Figure 1. Participation, Average Percent Correct, Yield, and Effective Yield for Algebra I: 1985-86 – 1991-92



Observations:

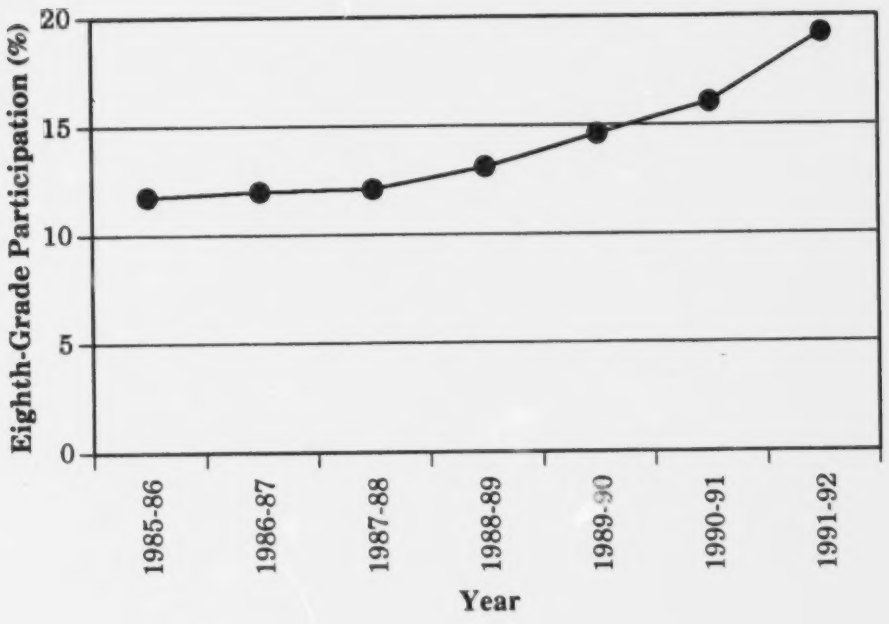
- Since the initial adminstration in 1985-86, participation and average percent correct in Algebra I have generally both increased.
- Gains not only in participation, but also in percent correct, indicate that the additional students taking Algebra I are capable of performing at acceptable levels.

Notes:

Yield is an index of the effectiveness of a program which takes into account both participation and score. It is calculated by multiplying the participation in a course by the average percent of core test items answered correctly. Yield would be 100 if all students took a course and made a perfect score. Effective yield is similar to yield, but counts as participating only those students who achieve above a cutoff score estimating that they will pass the course.

Data Source: Tables 3 and 19.

Figure 2. Eighth-Grade Participation in Algebra I: 1985-86 - 1991-92



Observations:

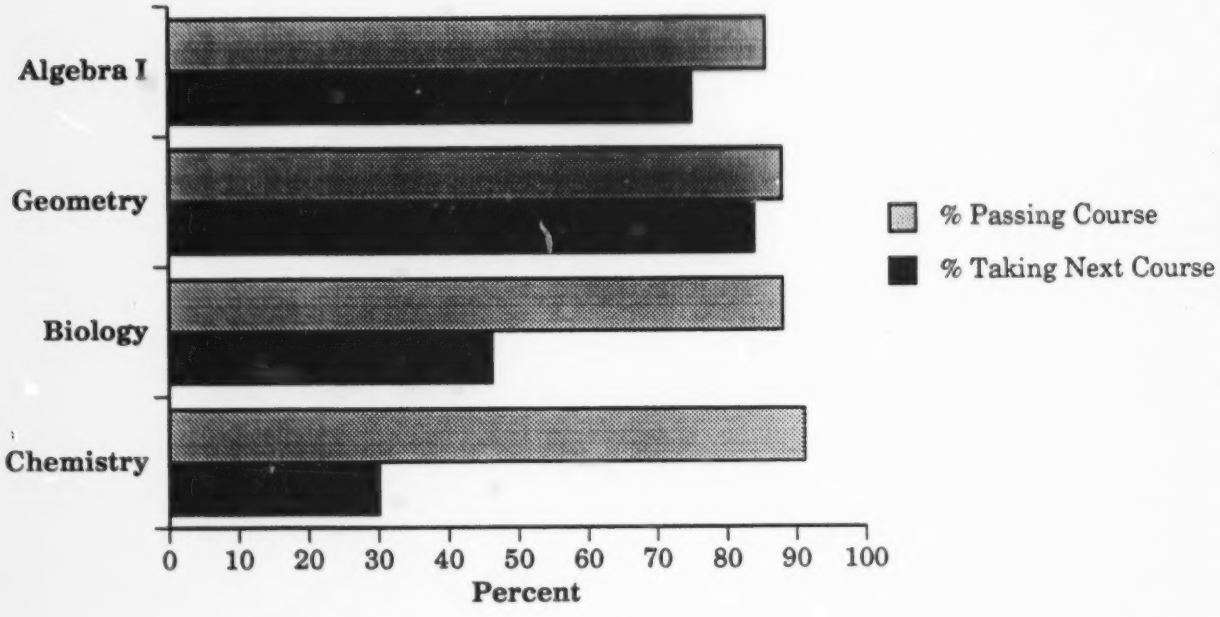
- Eighth-grade participation in Algebra I, the initial course in the mathematics sequence, has increased by 63% since the initial End-of-Course administration in 1985-86.
- As more students take Algebra I in the eighth grade, more students have the prerequisites for, and ultimately take, more advanced mathematics courses, exposing them to important higher-order thinking skills.

Notes:

Eighth-grade participation is determined by dividing the number of eighth-grade test takers by eighth-grade enrollment for the same year.

Data Source: not in text.

Figure 3. Percentages of Students Taking the Next Course in the Mathematics and Science Sequences: 1991-92



Observations:

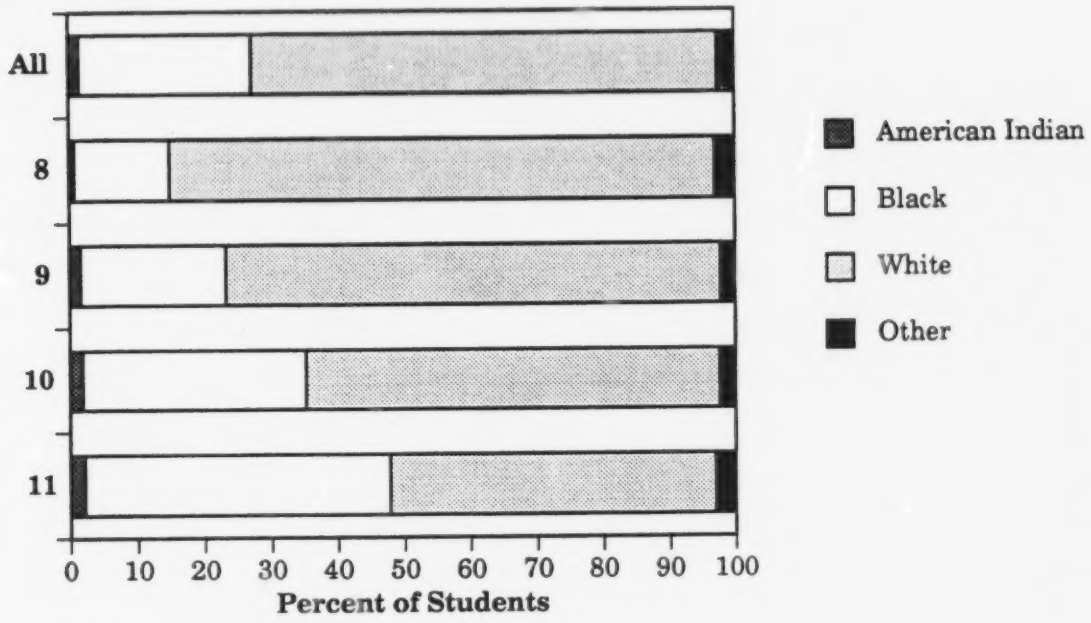
- The percentage of students taking the next course in the mathematics sequence is slightly lower than the percentage passing the previous course.
- The percentage of students taking the next course in the science sequence is dramatically lower than the percentage passing, or even achieving a *C* in, the previous course.
- About half of successful Biology students go on to take Chemistry, and about one third of Chemistry students go on to take Physics.

Notes:

The typical mathematics sequence is Algebra I - Geometry - Algebra II. The typical science sequence is Biology - Chemistry - Physics.

Data Source: Table 4.

Figure 4. Percent of Algebra I Students by Grade Level and Ethnic Group: 1991-92

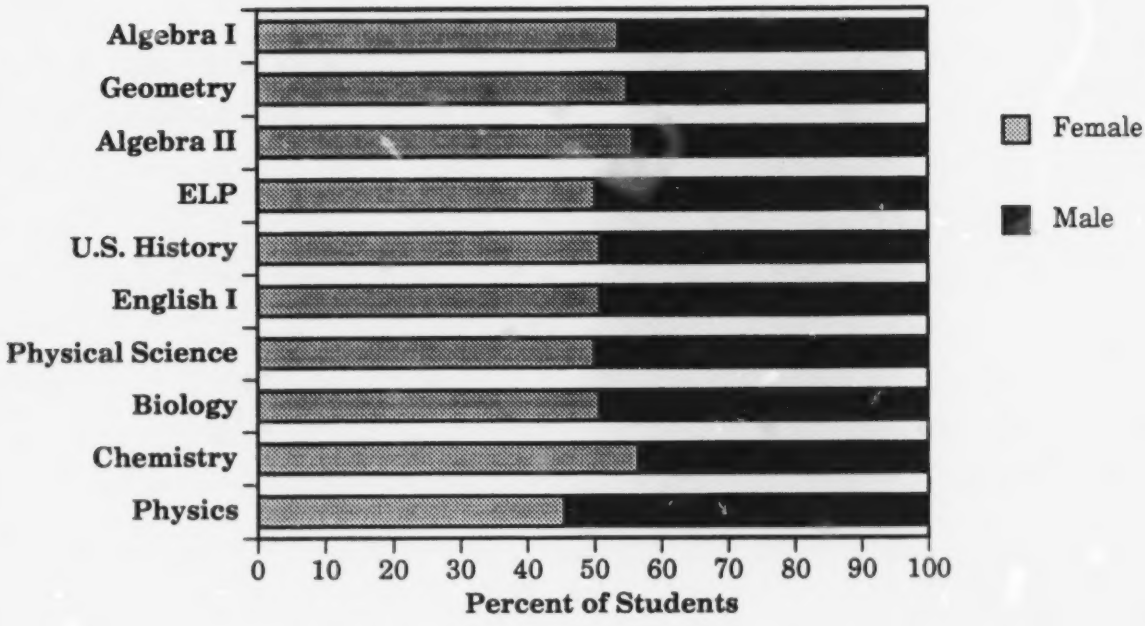


Observations:

- Black students are underrepresented as eighth- and ninth-grade Algebra I students and overrepresented as tenth- and eleventh-grade Algebra I students.
- As grade level increases, the percentage of black and American Indian students increases and the percentage of white students decreases.

Data Source: not in text.

Figure 5. Percent of Students in Each Course by Sex: 1991-92

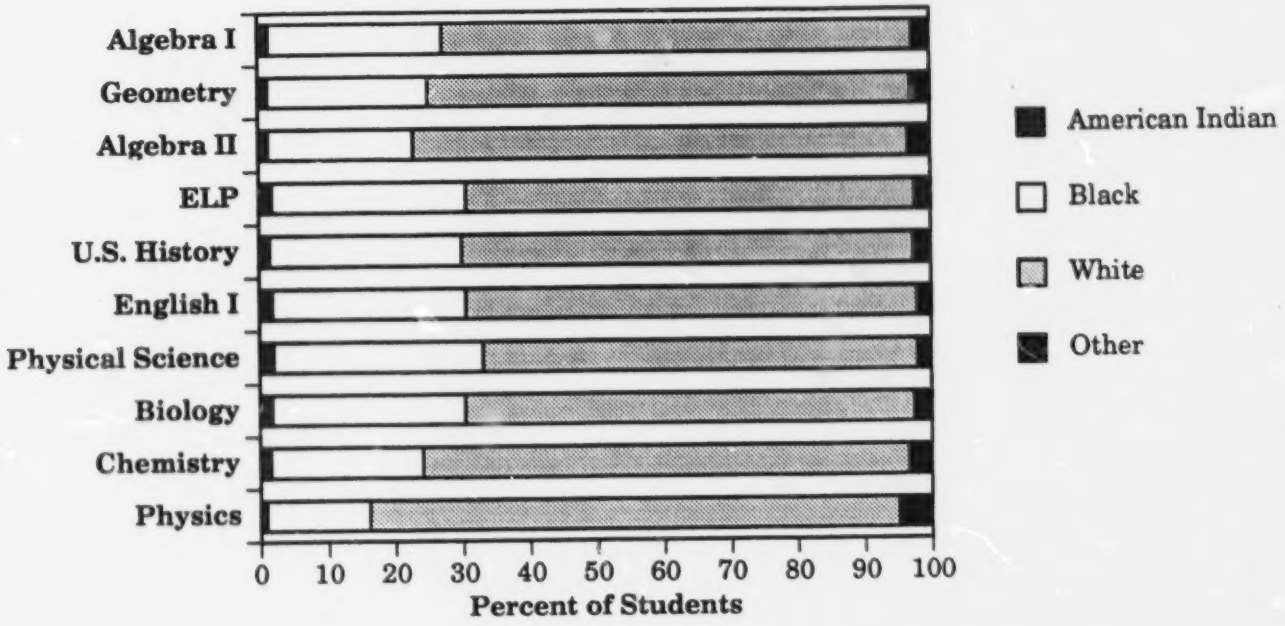


Observations:

- In the general courses, males and females are equally represented.
- For the selective courses, except Physics, females are overrepresented. There are more males, however, taking Physics.

Data Source: Tables 6 through 15.

Figure 6. Percent of Students in Each Course by Ethnic Group: 1991-92

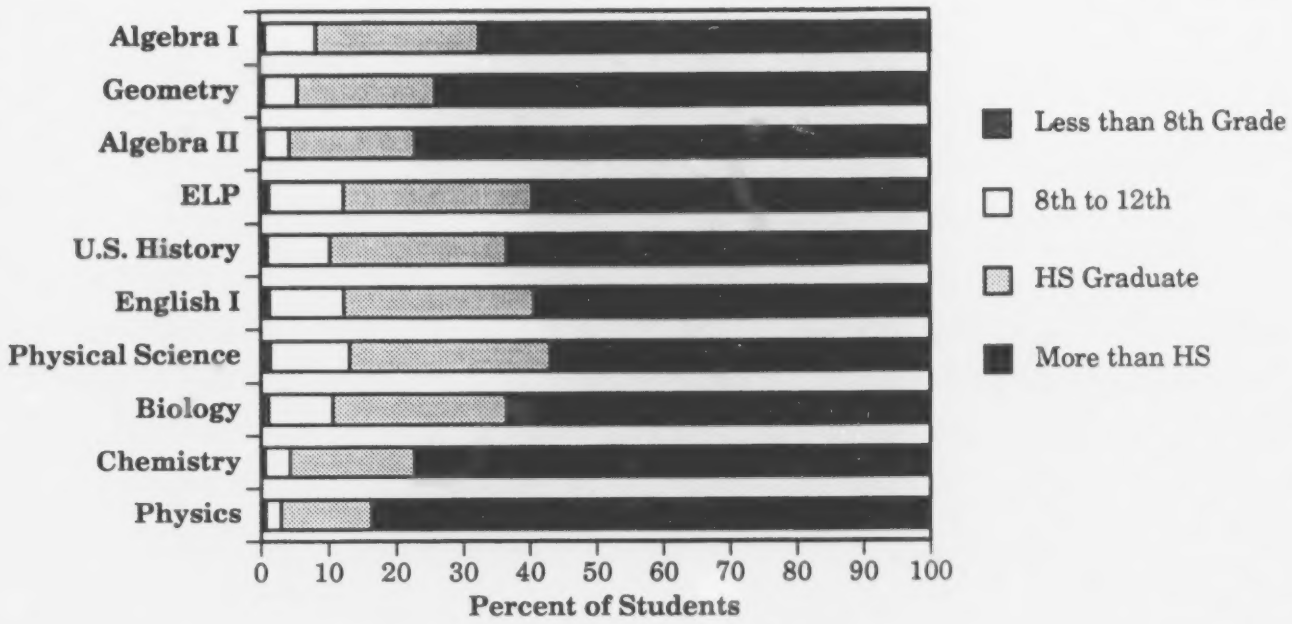


Observations:

- For the general courses, the ethnic groups are proportionately represented.
- For the selective courses, blacks are underrepresented; as selectiveness increases, fewer and fewer black students are enrolled.
- "Other" students are overrepresented in the selective courses.

Data Source: Tables 6 through 15.

Figure 7. Percent of Students in Each Course by Level of Parental Education: 1991-92

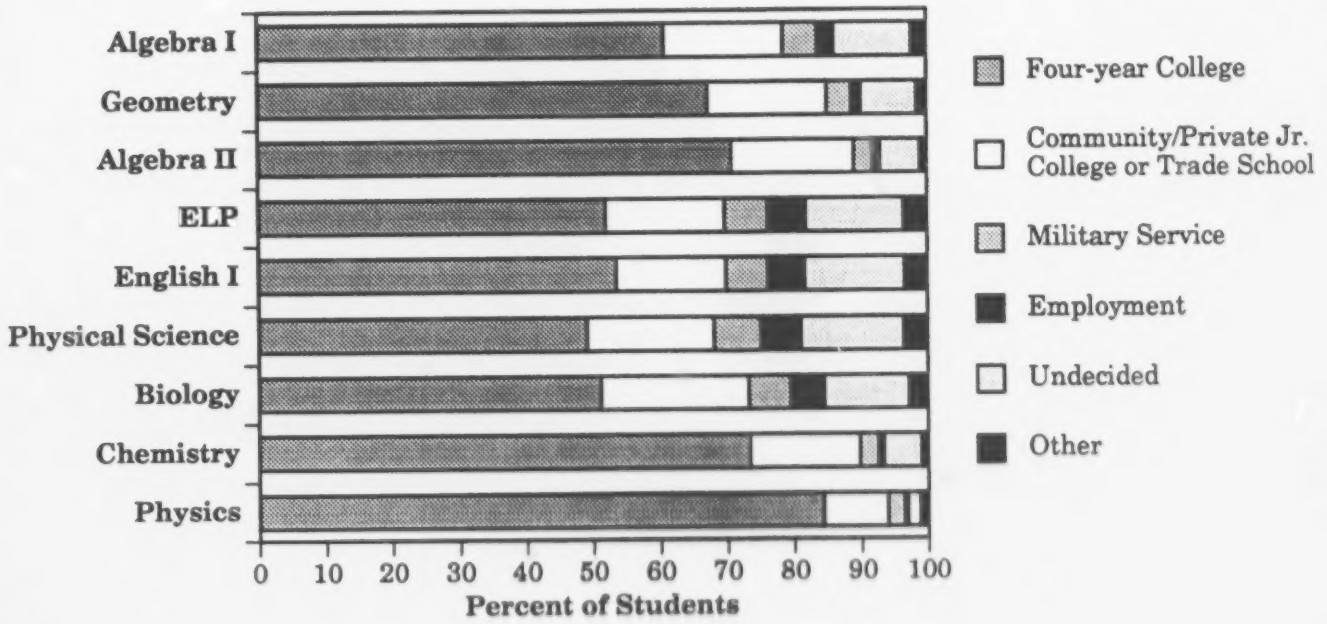


Observations:

- In the general courses, about 55 to 65 percent of students have one or more parent with education beyond high school.
- About 68 percent of Algebra I students have at least one parent with education beyond high school. In the most selective course, Physics, the figure is 84 percent.

Data Source: Tables 6 through 15.

Figure 8. Percent of Students in Each Course by Post-High School Plans: 1991-92



Observations:

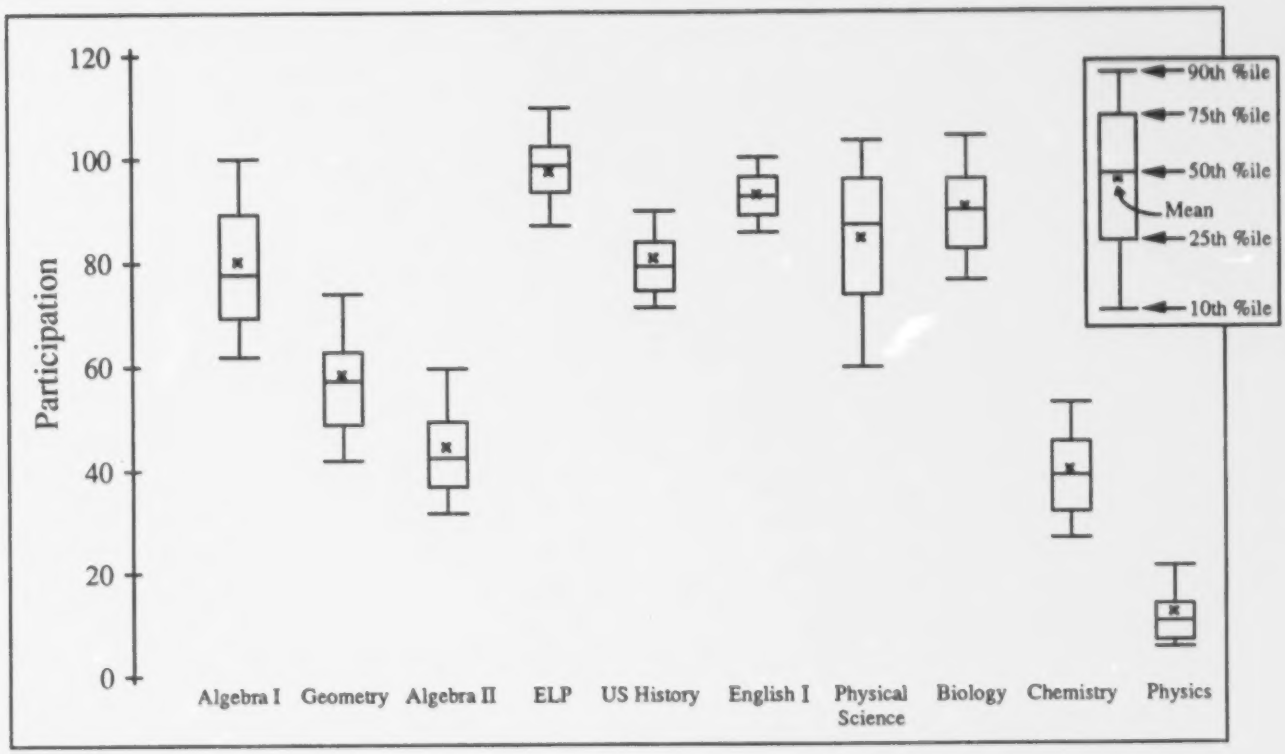
- As selectiveness in courses increases, the percentage of students planning to attend a four-year college increases.
- As the grade level at which a course is taken and the selectivity of the course increases, students become more decided about their post-high school plans.
- More students in the selective courses plan to attend college than in the general courses.

Note:

Post-high school plans were not collected for students in U.S. History.

Data Source: Tables 6 through 15.

Figure 9. Distributions of Participation for the 129 School Systems: 1991-92



Observations:

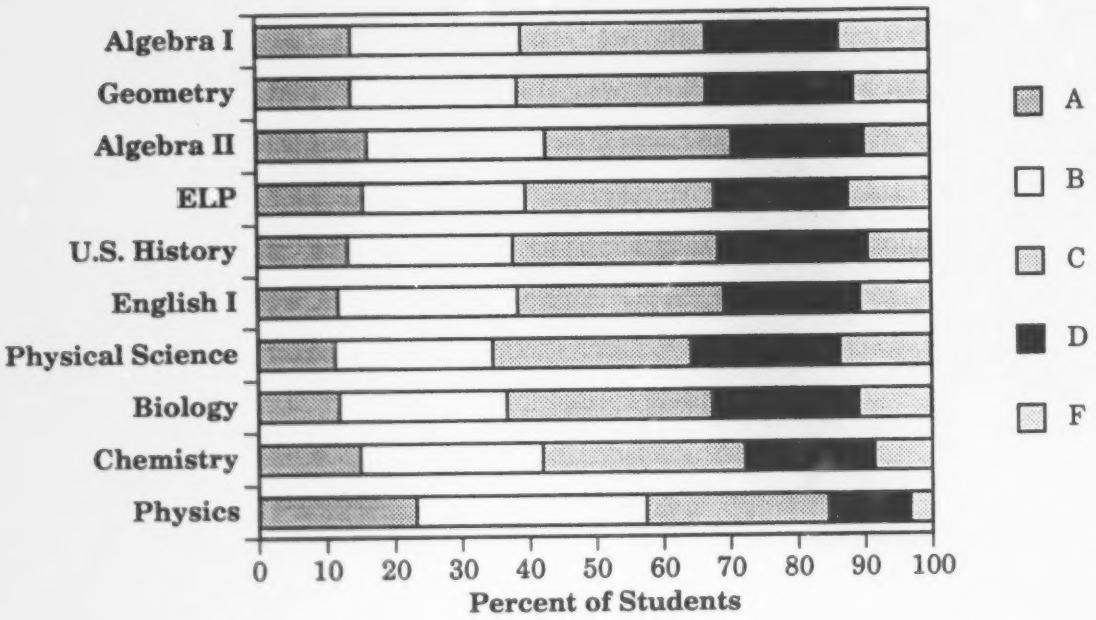
- Participation rates vary widely across subjects, generally depending upon whether the course is required for graduation, and the selectivity of the course.
- Variance in participation rates among school systems may reflect either differences in ability levels of students, school system counseling practices, or other factors.

Note:

Participation rates over 100 percent result from estimates of cohort size.

Data Source: Section V.

Figure 10. Percent of Students in Each Course by Anticipated Final Grade: 1991-92

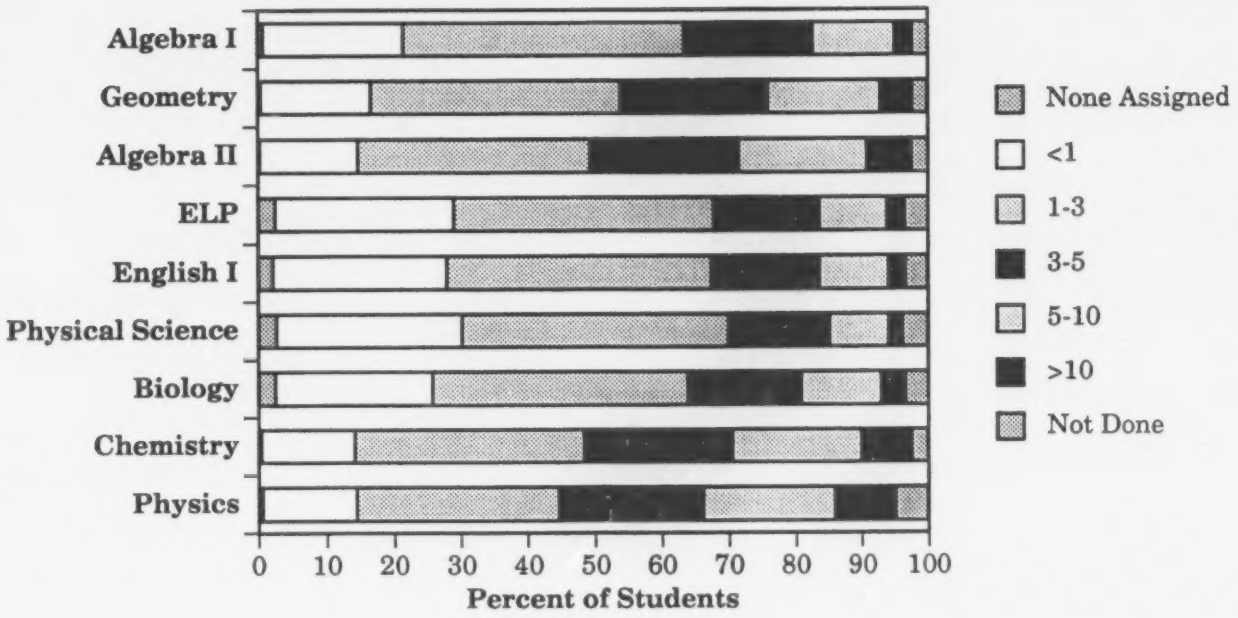


Observations:

- Except for Physics, similar percentages of students receive each letter grade in each subject.
- Generally, as the selectiveness of courses increases, grades increase slightly, but not to the extent one might expect given the selectivity of advanced courses.
- Considerable variation exists in the letter grade teachers are assigning for course grades and in the percentage of students that are being assigned *F*s.

Data Source: Tables 6 through 15.

Figure 11. Percent of Students Reporting Various Amounts of Total Time Spent Weekly on Homework: 1991-92



Observations:

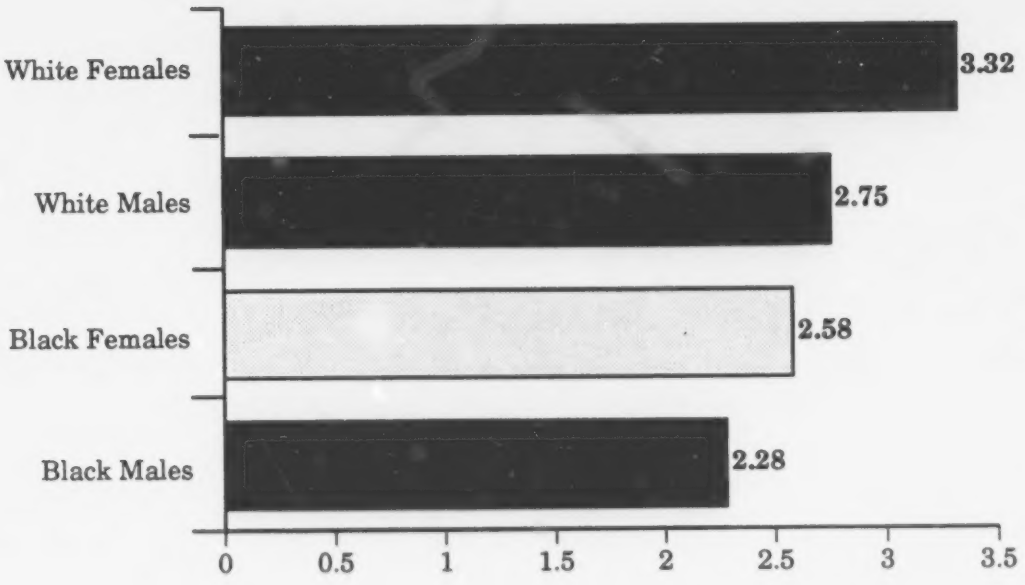
- The amount of time spent on homework weekly increases for students taking the more selective courses.
- The majority of students enrolled in general courses are doing a total of less than three hours of homework a week and less than one hour per night in all courses.

Note:

The number of hours spent on homework are the total number of hours students reported doing homework for all of their classes per week.

Data Source: Tables 6 through 15.

Figure 12. Average Number of Hours Per Week Spent on Homework by Sex and Ethnic Group for Students taking Algebra I: 1991-92



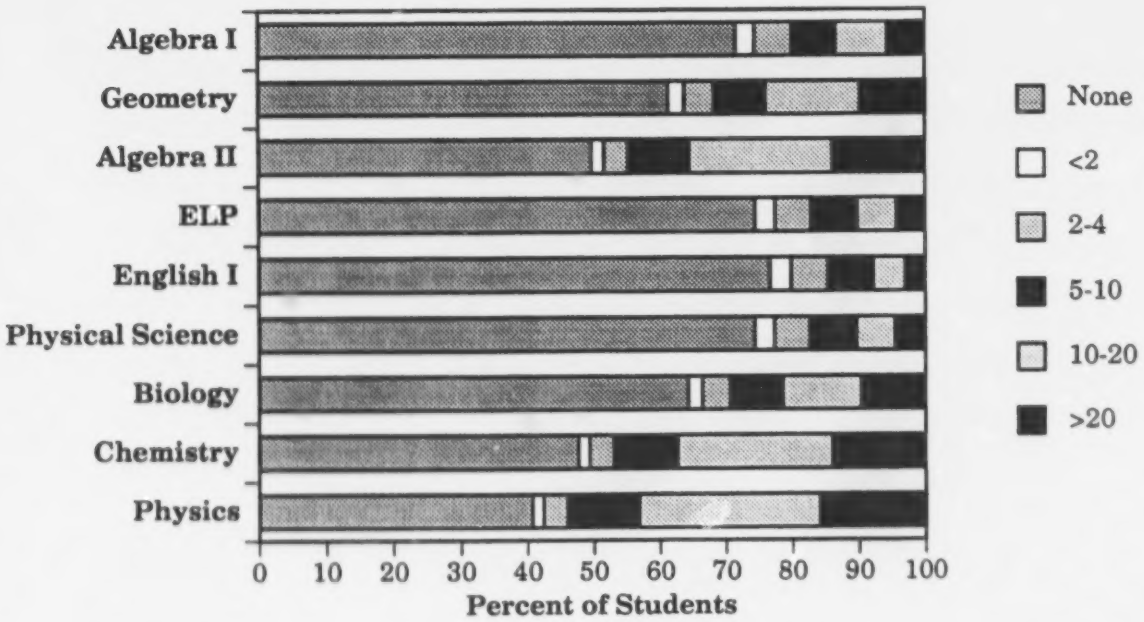
Observation:

- White females taking Algebra I report spending the most time on homework, followed by white males, black females and black males.
- To reach a goal such as two hours of homework per night for four nights a week, all groups would have to more than double the amount of homework done.

Note:

The number of hours spent on homework are the total number of hours students reported doing homework for all of their classes per week. Students reported homework hours in intervals. For calculating the averages, the midpoints were used.

Figure 13. Percent of Students Reporting Various Numbers of Hours Worked Per Week at a Paying Job: 1991-92



Observations:

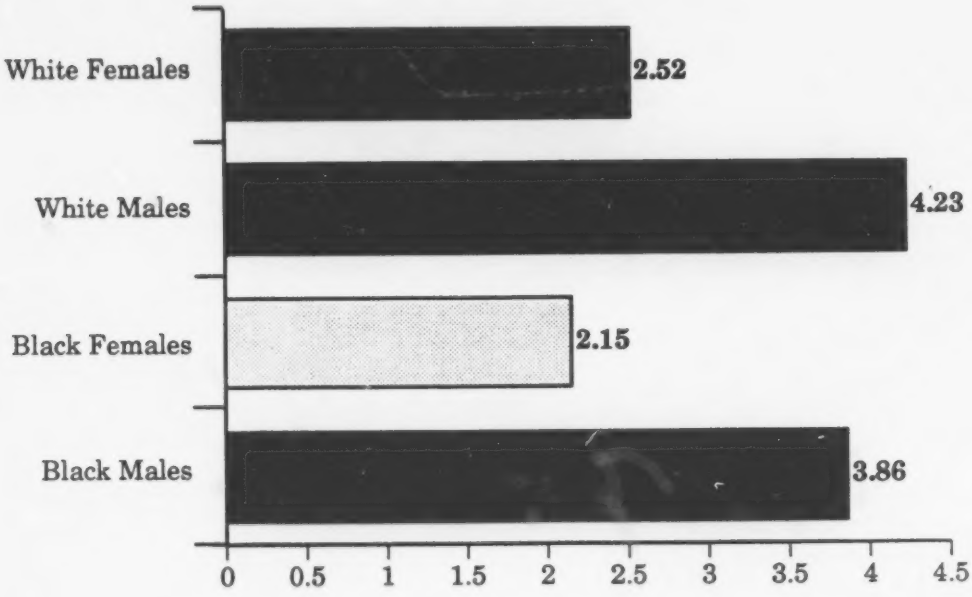
- The majority of students do not work at all.
- The percentage of students working more than 10 hours a week increases and the percentage of students not working decreases as course grade level increases.

Note:

The number of hours worked at a paying job per week are reported by students.

Data Source: Tables 6 through 15.

Figure 14. Average Number of Job Hours Per Week by Sex and Ethnic Group for Students taking Algebra I: 1991-92



Observations:

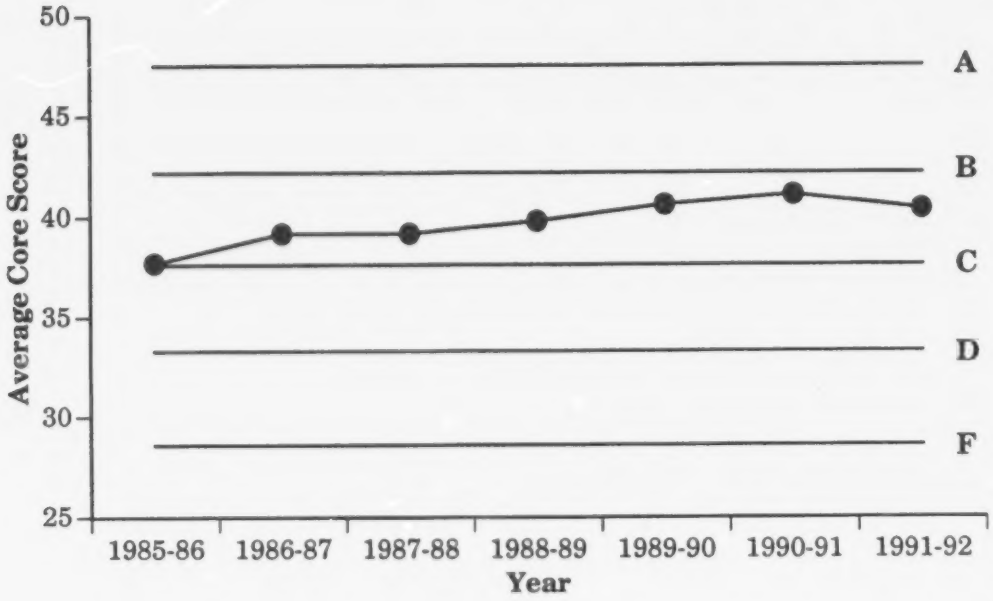
- White males report the most hours spent at a paying job, closely followed by black males.
- Black and white females work approximately two hours less per week than white males do.

Note:

The number of job hours are reported by students in intervals. Averages are calculated using the midpoints.

Data Source: Not in text.

Figure 15. Statewide Average Algebra I Scores on a Grading Scale: 1985-86 – 1991-92



Observations:

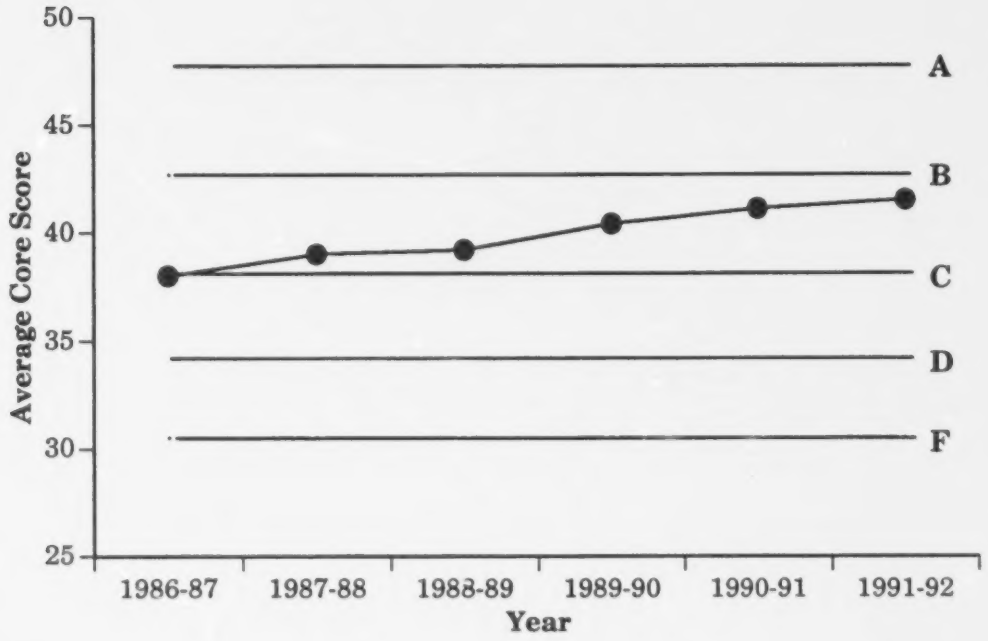
- According to 1985-86 grading standards, average Algebra I core scores have increased overall from a *C* to a *C+*
- This increase in scores has occurred even as participation has increased.

Notes:

Teachers reported the final grade they anticipated giving each student at the time of the test administration. The horizontal lines represent average 1985-86 Algebra I scores of students with each anticipated grade indicated by the letter to the right.

Data Source: Table 3.

Figure 16. Statewide Average Biology Scores on a Grading Scale: 1986-87 – 1991-92



Observations:

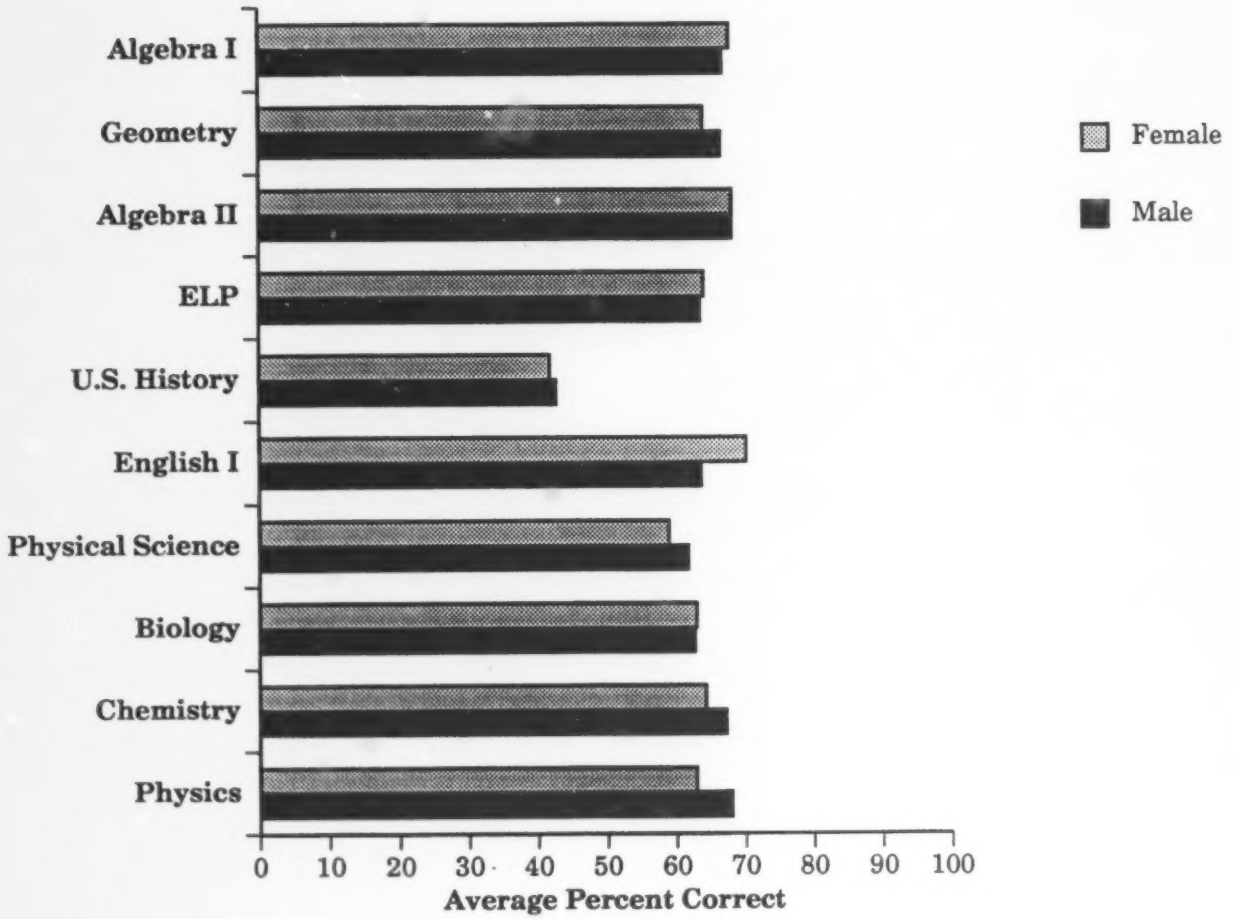
- According to 1986-87 grading standards, average Biology core scores have increased from a *C* to a *B-*.

Note:

Teachers report the final grade they anticipated giving each student at the time of the test administration. The horizontal lines represent average 1986-87 Biology scores of students with each anticipated grade indicated by the letter to the right.

Data Source: Table 3.

Figure 17. Average Percent Correct on Core Tests by Sex: 1991-92

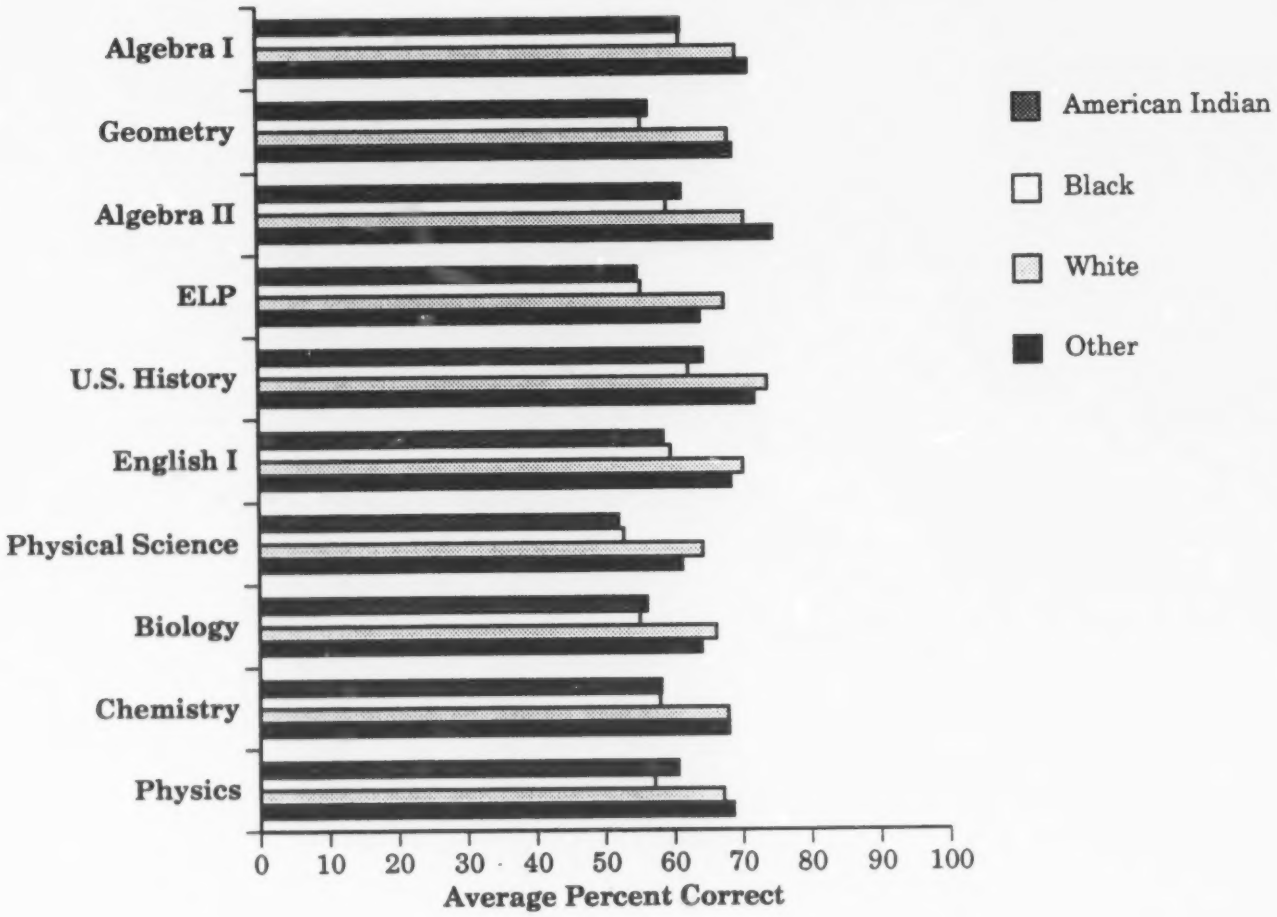


Observations:

- Females score higher than males on the English I test, while males score higher on the Physics test.
- Females score somewhat higher than males on the Algebra I and ELP tests.
- Males score somewhat higher than females on the Geometry, Physical Science and Chemistry tests.

Data Source: Tables 6 through 15.

Figure 18. Average Percent Correct on Core Tests by Ethnic Group: 1991-92

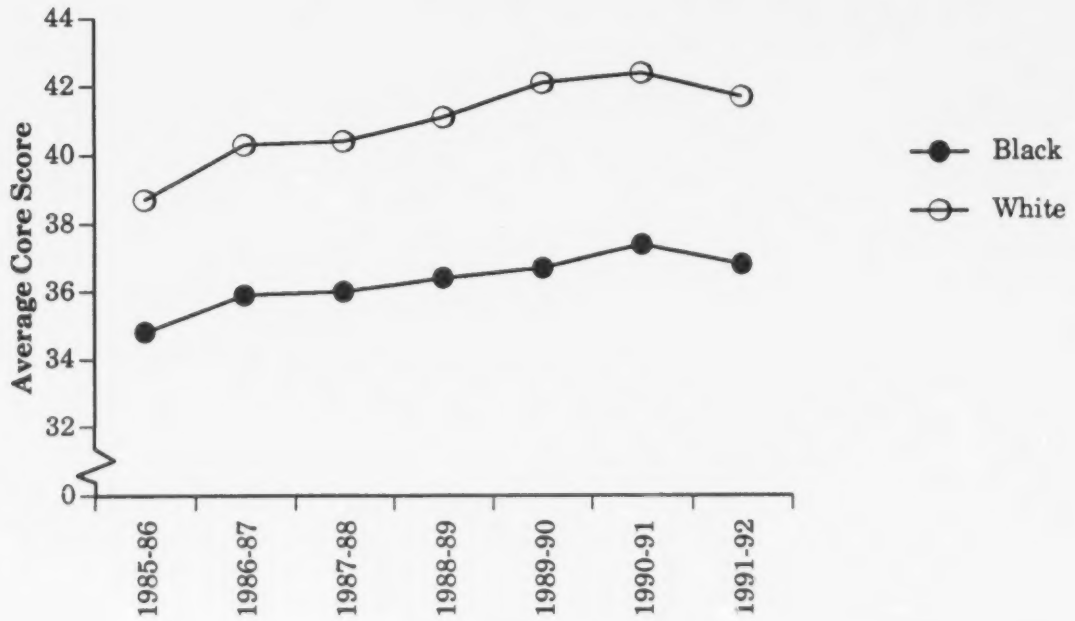


Observations:

- Whites and "other" students score significantly higher than blacks and American Indians on all ten multiple choice tests.

Data Source: Tables 6 through 15.

Figure 19. Average Core Scores in Algebra I for Black and White Students: 1985-86 – 1991-92

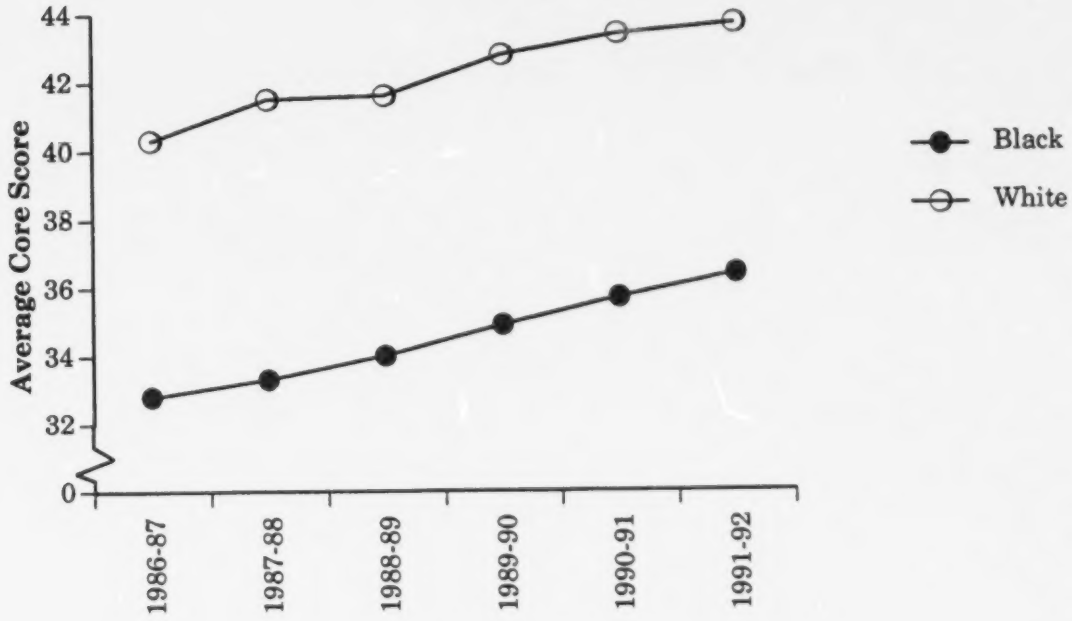


Observations:

- Although Algebra I scores have generally improved over time for both black and white students, the disparity between scores for blacks and whites has not changed.

Data Score: Not in text.

Figure 20. Average Core Scores in Biology for Black and White Students: 1986-87 – 1991-92

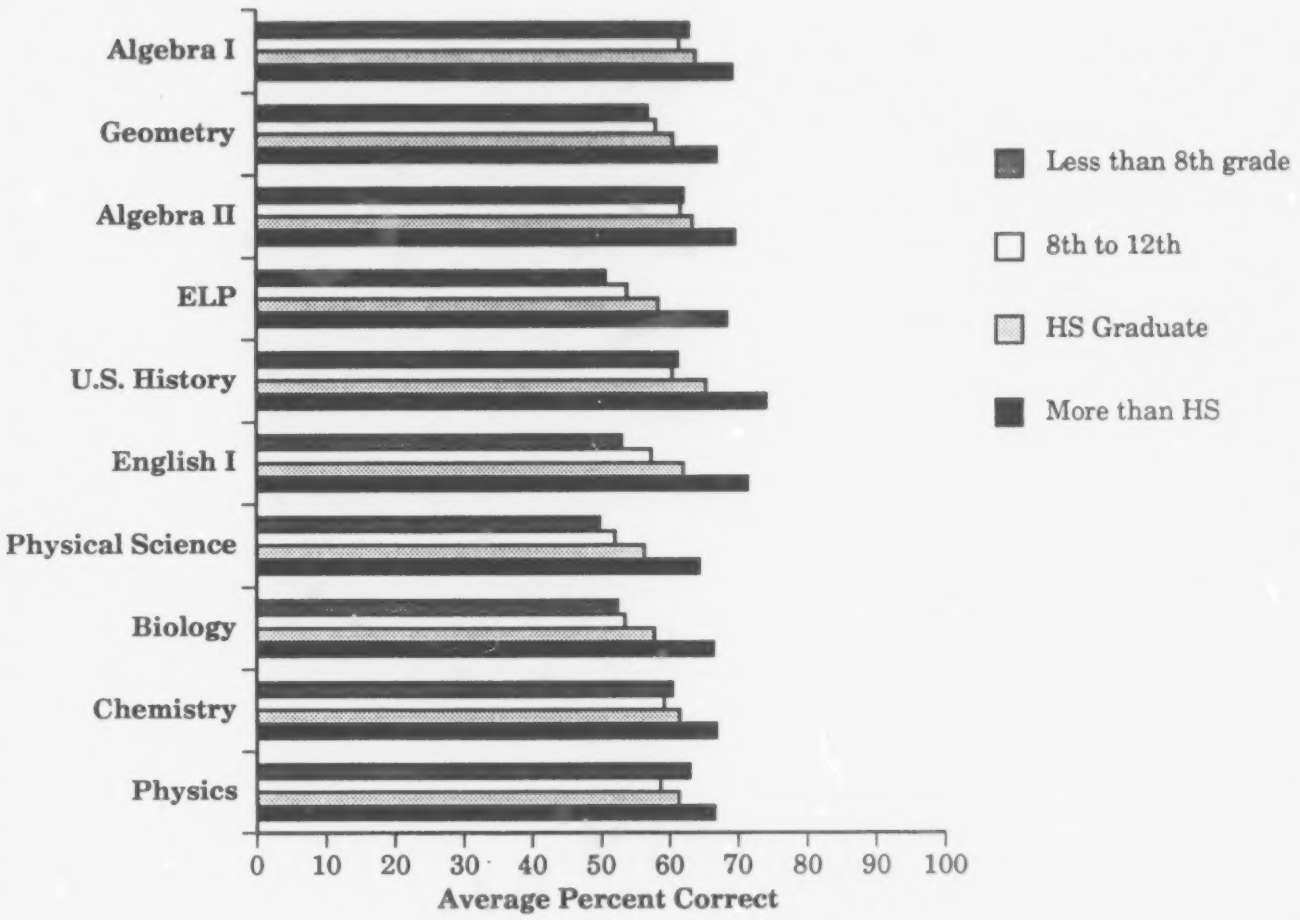


Observations:

- Although Biology scores have generally improved over time for both black and white students, the disparity between scores for blacks and whites has not changed.

Data Source: Not in text.

Figure 21. Average Percent Correct on Core Tests by Parental Education: 1991-92



Observations:

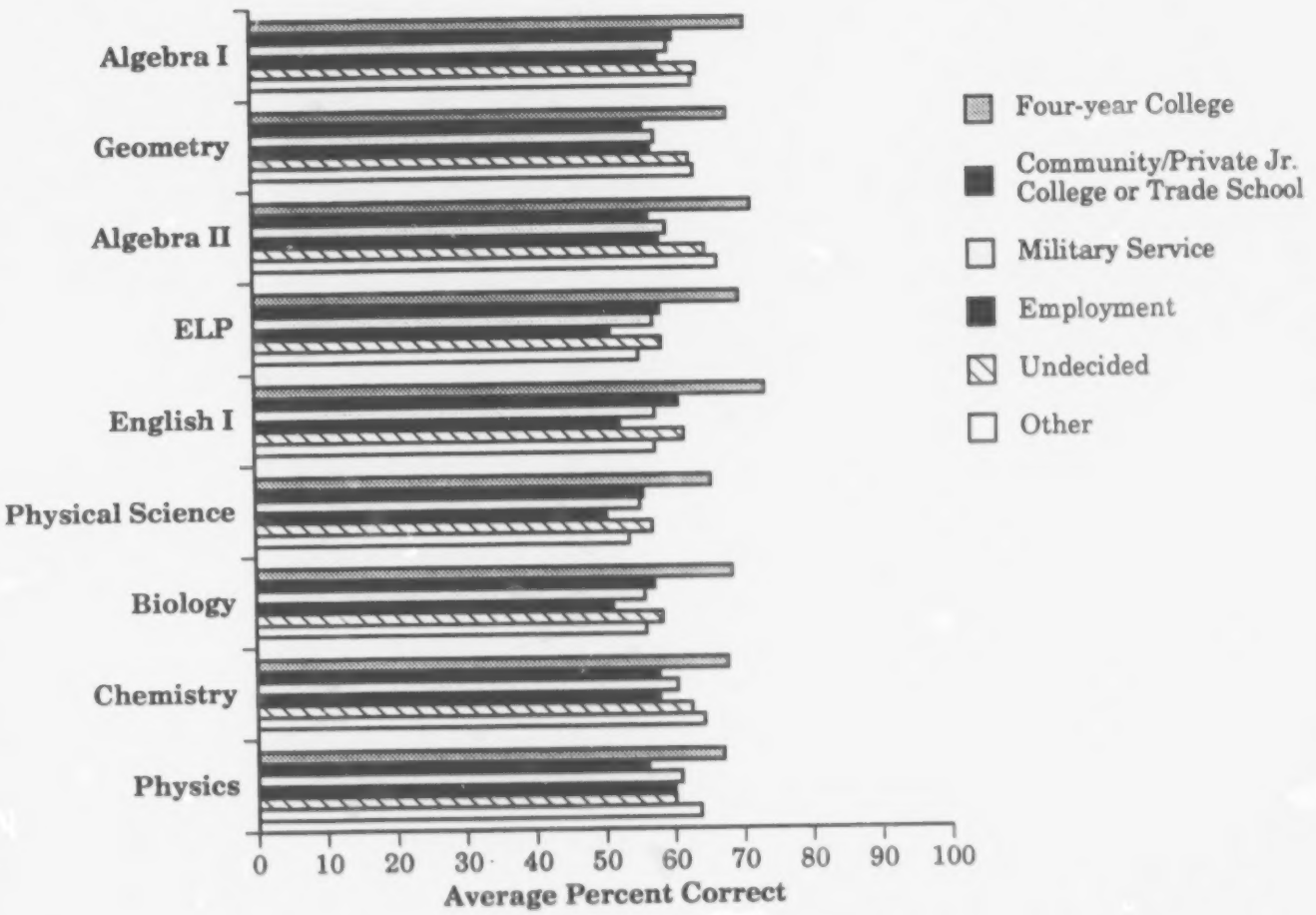
- Students with at least one parent with education beyond high school score higher on the End-of-Course tests than students with parents without post-high school education.
- Parental education seems to have less of an effect on scores in selective courses.

Note:

Students reported the highest education level attained by either parent.

Data Source: Tables 6 through 15.

Figure 22. Average Percent Correct on Core Tests by Post-High School Plans: 1991-92

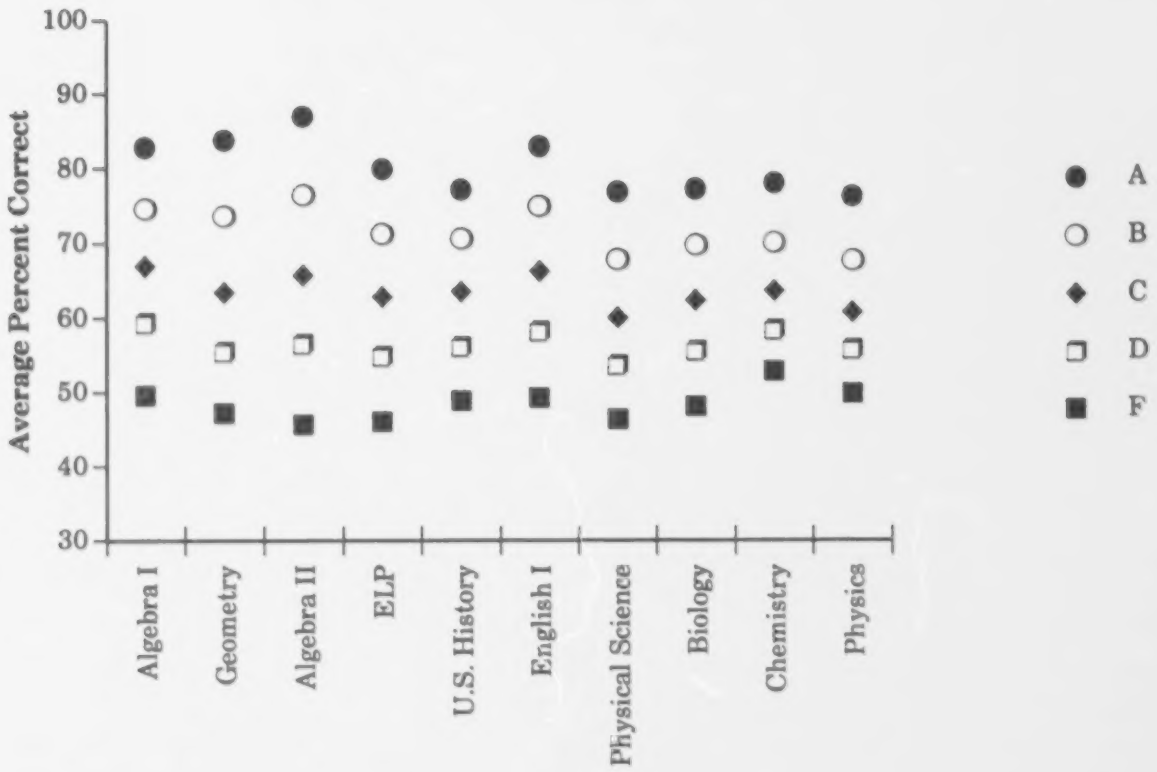


Observations:

- Students who plan to attend a four-year college score higher on each End-of-Course tests than those with other post-high school plans.
- As the selectiveness of courses increases, the differences in average scores among students with different post-high school plans decrease.

Data Source: Tables 6 through 15.

Figure 23. Average Percent Correct by Course and Anticipated Final Grade: 1991-92



Observations:

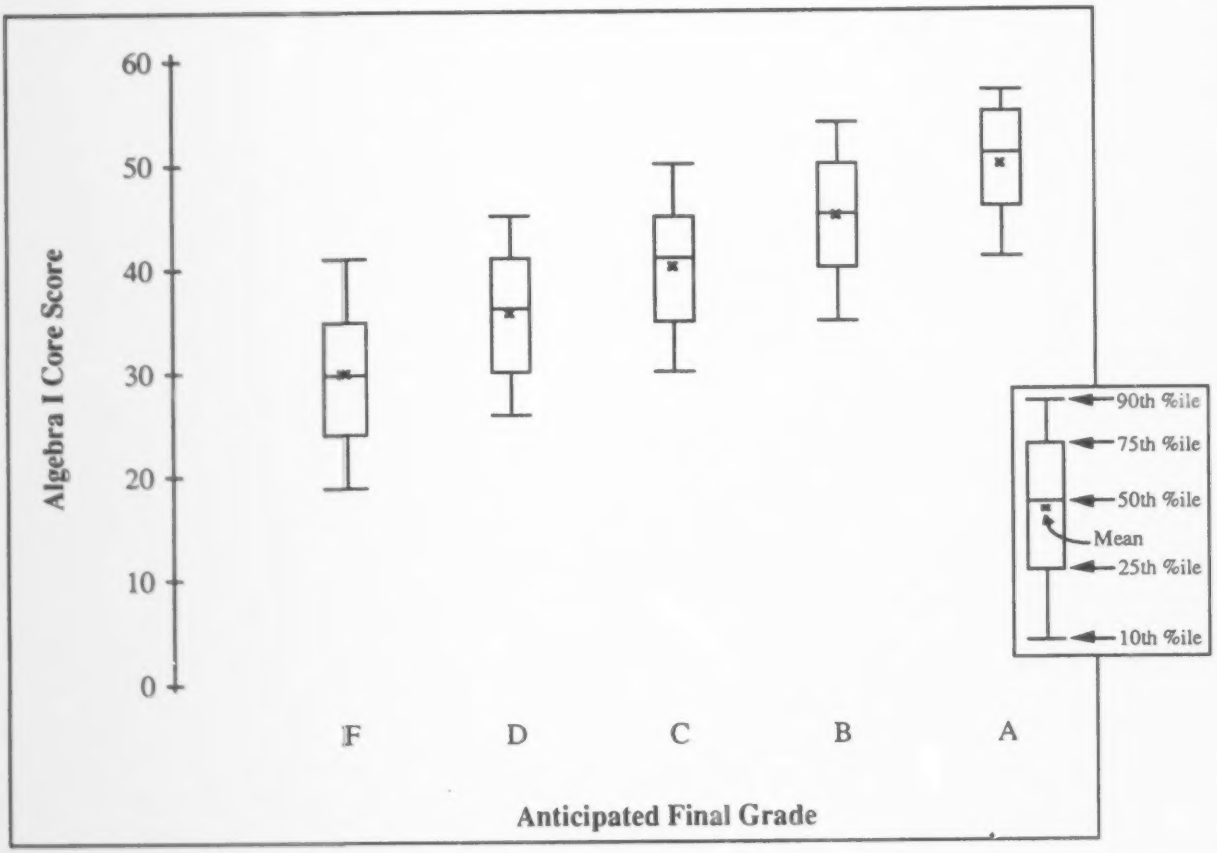
- There is a consistent difference in average scores for each anticipated final grade across all subjects, which is an indication of test validity, in that the results parallel the grading practices of teachers for students' work over the course of the school year.

Note:

Teachers reported the final grade they anticipated giving each student at the time of the test administration.

Data Source: Tables 6 through 15.

Figure 24. Distributions of Algebra I Core Scores by Anticipated Final Grade: 1991–92



Observations:

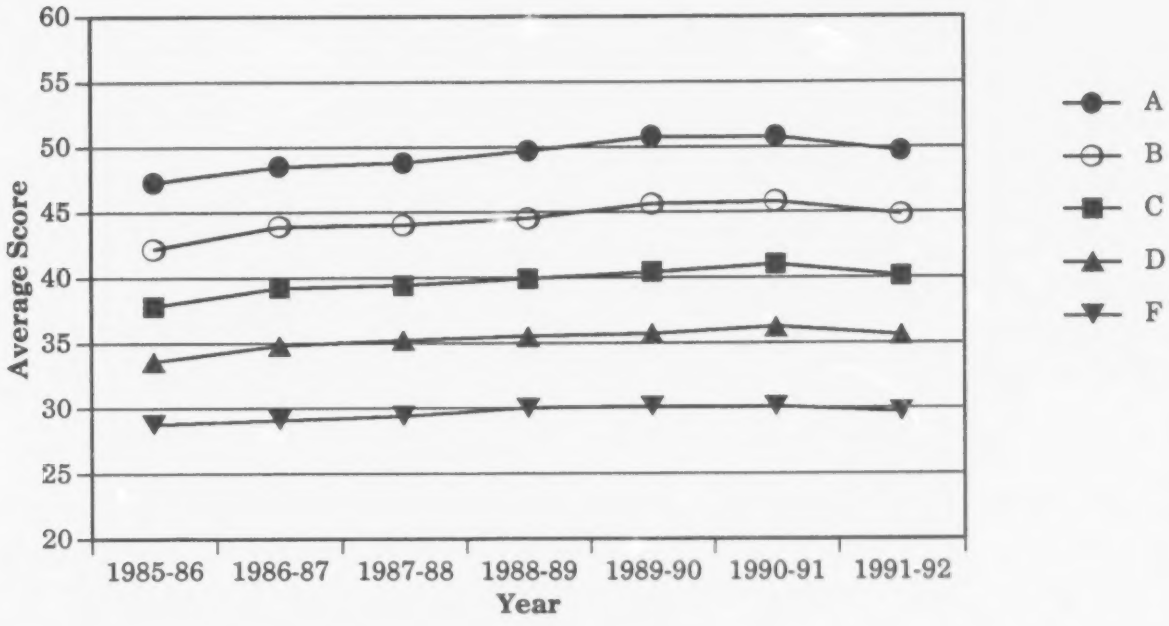
- Average core scores consistently increase about five points for each anticipated final grade for each point in the score distribution for Algebra I.
- However, there is a great deal of variation in performance on End-of-Course tests for students expected to receive the same grade.

Note:

These are anticipated final grades.

Data Source: Not in text

Figure 25. Average Algebra I Scores by Anticipated Final Grade: 1985-86 - 1991-92

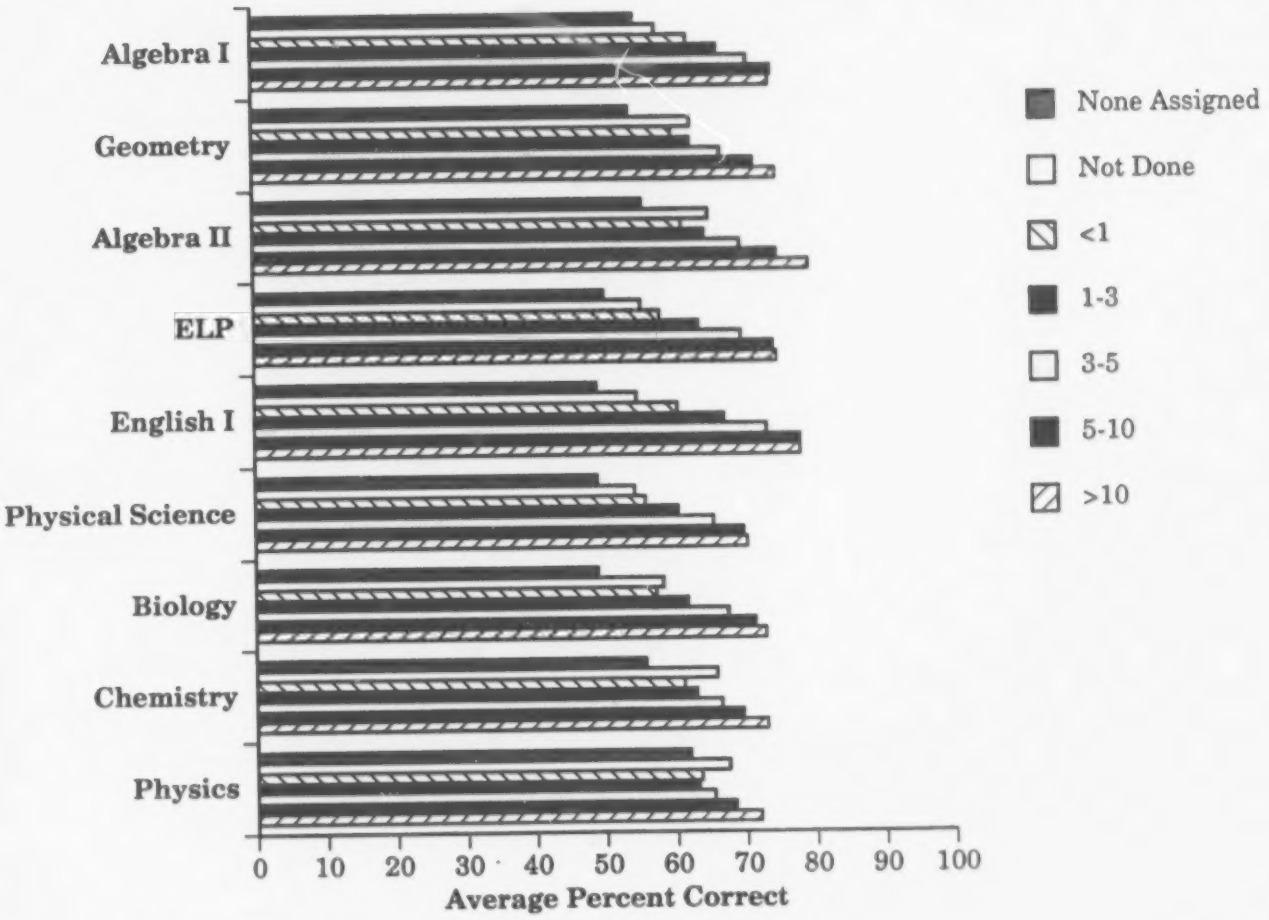


Observations:

- Since the initial administration of the Algebra I End-of-Course test scores for each grade group have increased by half a letter grade.

Data Source: Not in text.

Figure 26. Average Percent Correct on Core Tests by Amount of Homework: 1991-92



Observations:

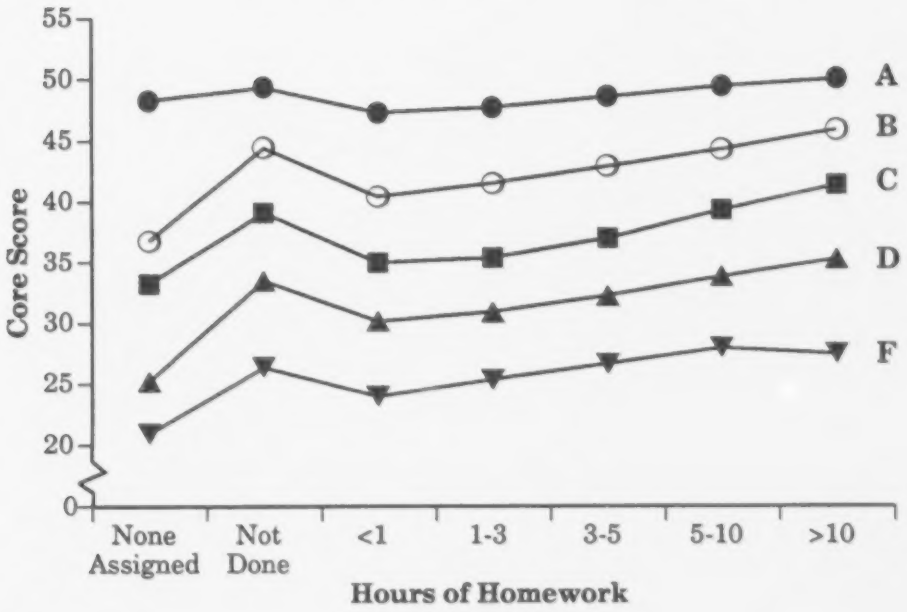
- In general, as the number of hours spent on homework increases, scores increase on each End-of-Course test.

Note:

Amount of homework done is reported by the students.

Data Source: Tables 6 through 15.

Figure 27. Average Core Scores on Algebra II by Homework and Anticipated Final Grade: 1991-92



Observations:

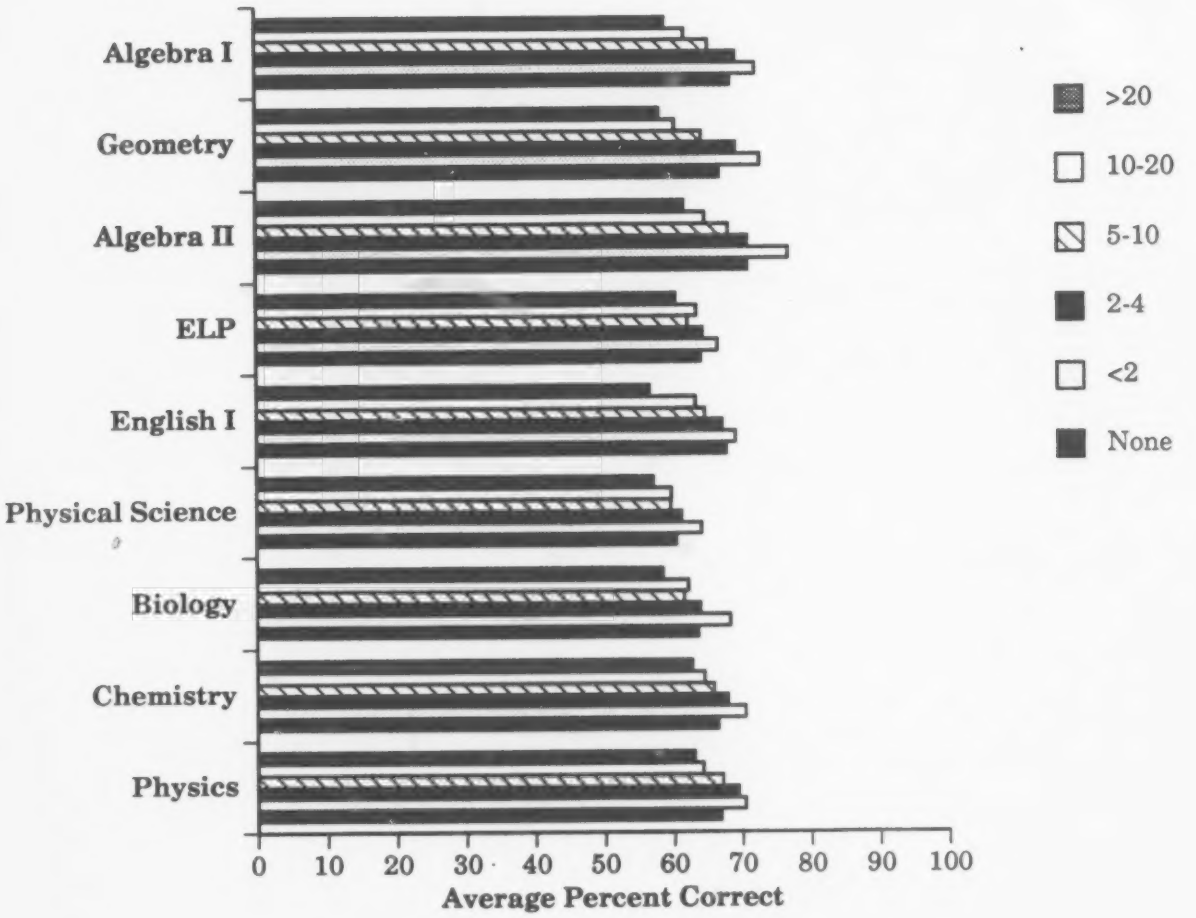
- Average Algebra II core scores generally increase as the amount of homework done increases.
- Regardless of anticipated final grade, more time spent on homework is generally associated with higher scores on the Algebra II End-of-Course test. This relationship holds for other courses as well.

Notes:

The amount of homework done is reported by the students whereas the expected grade is the grade that the teacher expects the student to be receiving.

Data Source: Table 8.

Figure 28. Average Percent Correct on Core Tests by Hours Working: 1991-92

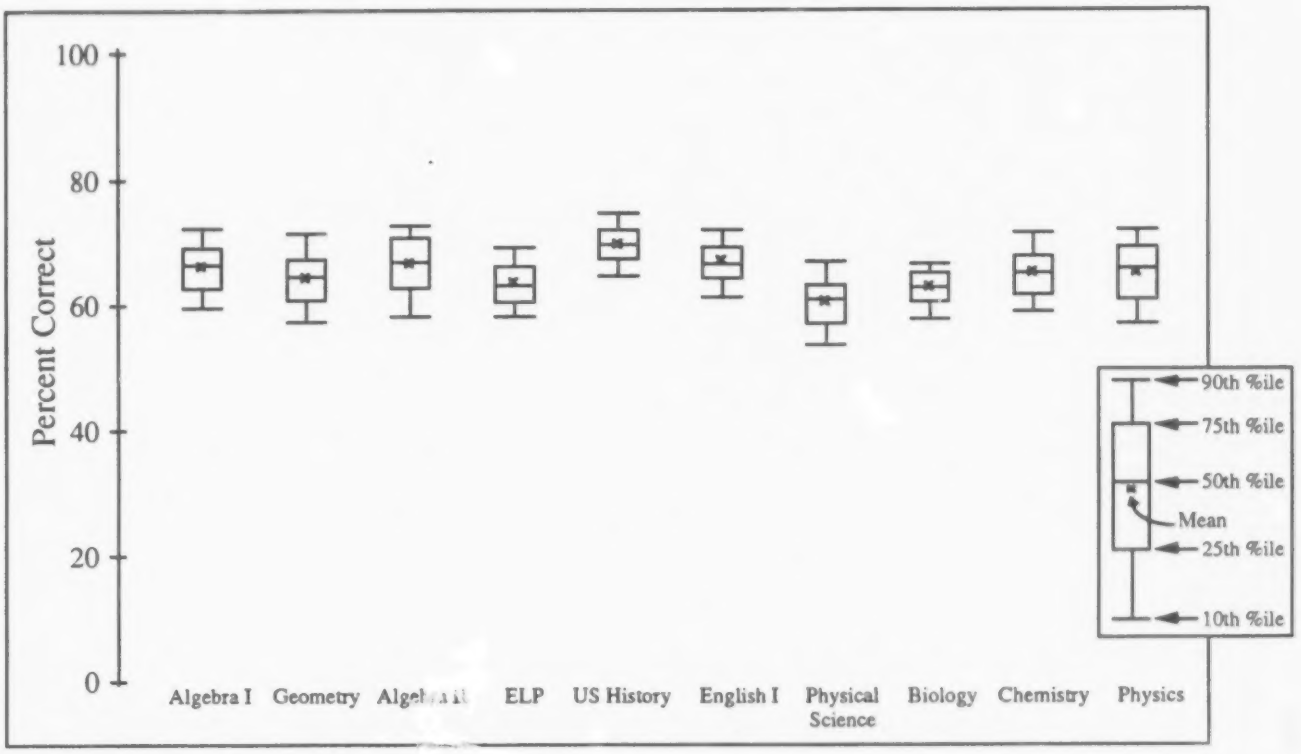


Observations:

- In general, the more hours students work, the lower their score on each End-of-Course test.
- This relationship is most evident in mathematics courses.

Data Source: Tables 6 through 15.

Figure 29. Distributions of Percent Correct for the 129 School Systems: 1991-92

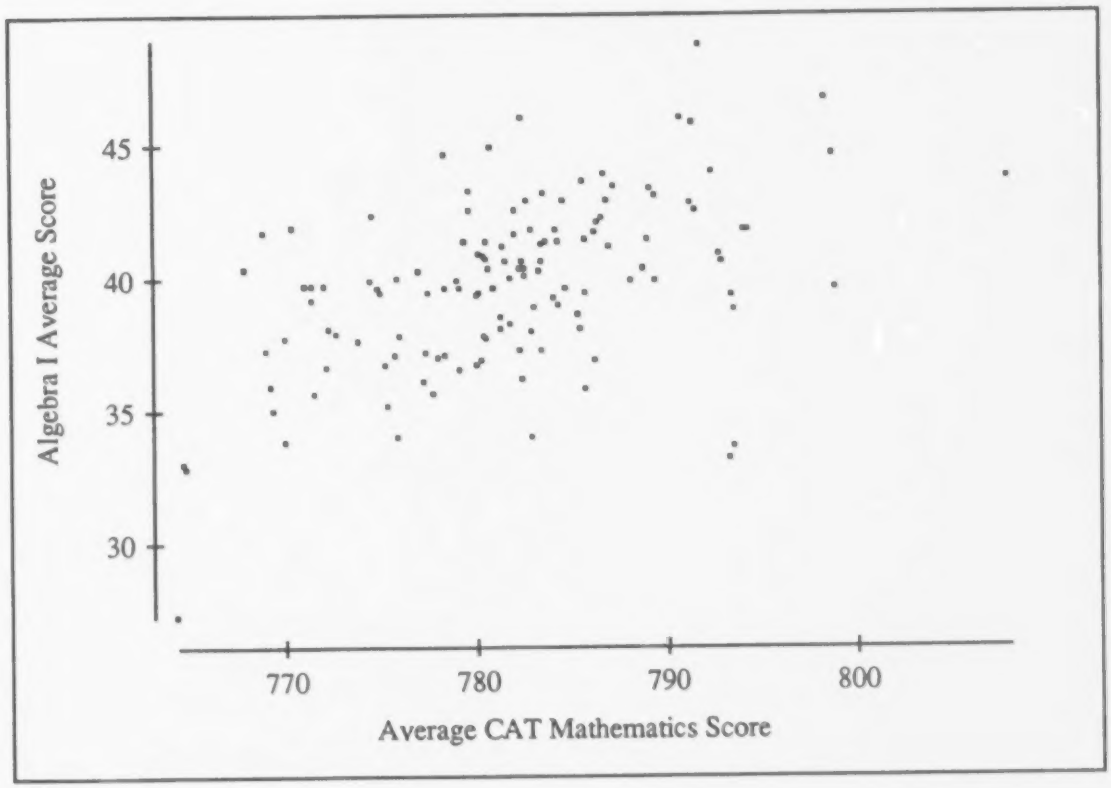


Observations:

- Although not necessarily related, average scores for school systems, in terms of percent correct, are similar across the End-of-Course subjects.
- As courses become more selective the range between the 10th and 90th percentile increases.

Data Source: Section V.

Figure 30. Scatterplot of Algebra I Core Scores by Eighth-Grade CAT Mathematics Scores for 129 School Systems: 1991-92



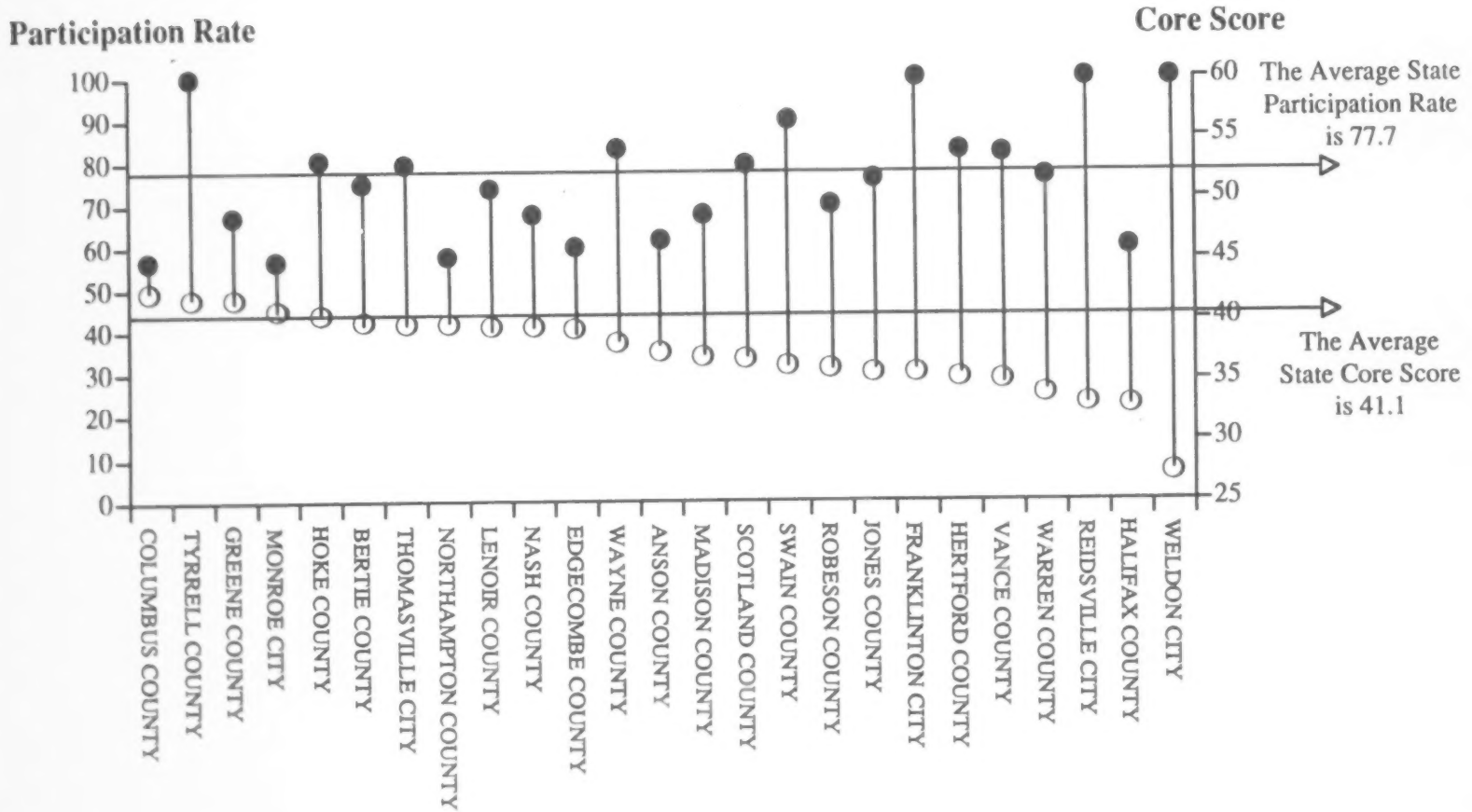
Observations:

- School systems with high CAT scores tend to also have high Algebra I scores, although there is wide variation within similar levels of ability as measured by the CAT.
- The correlation between eighth-grade CAT mathematics scores on scores on the Algebra I End-of-Course test is .54. That is, some of the variation in End-of-Course scores may be attributed to different ability levels.

Data Source: Not in text.

Figure 31. Average Algebra I Core Scores (○) and Participation (●) for School Systems Listed by 1991 Index of Advantagement

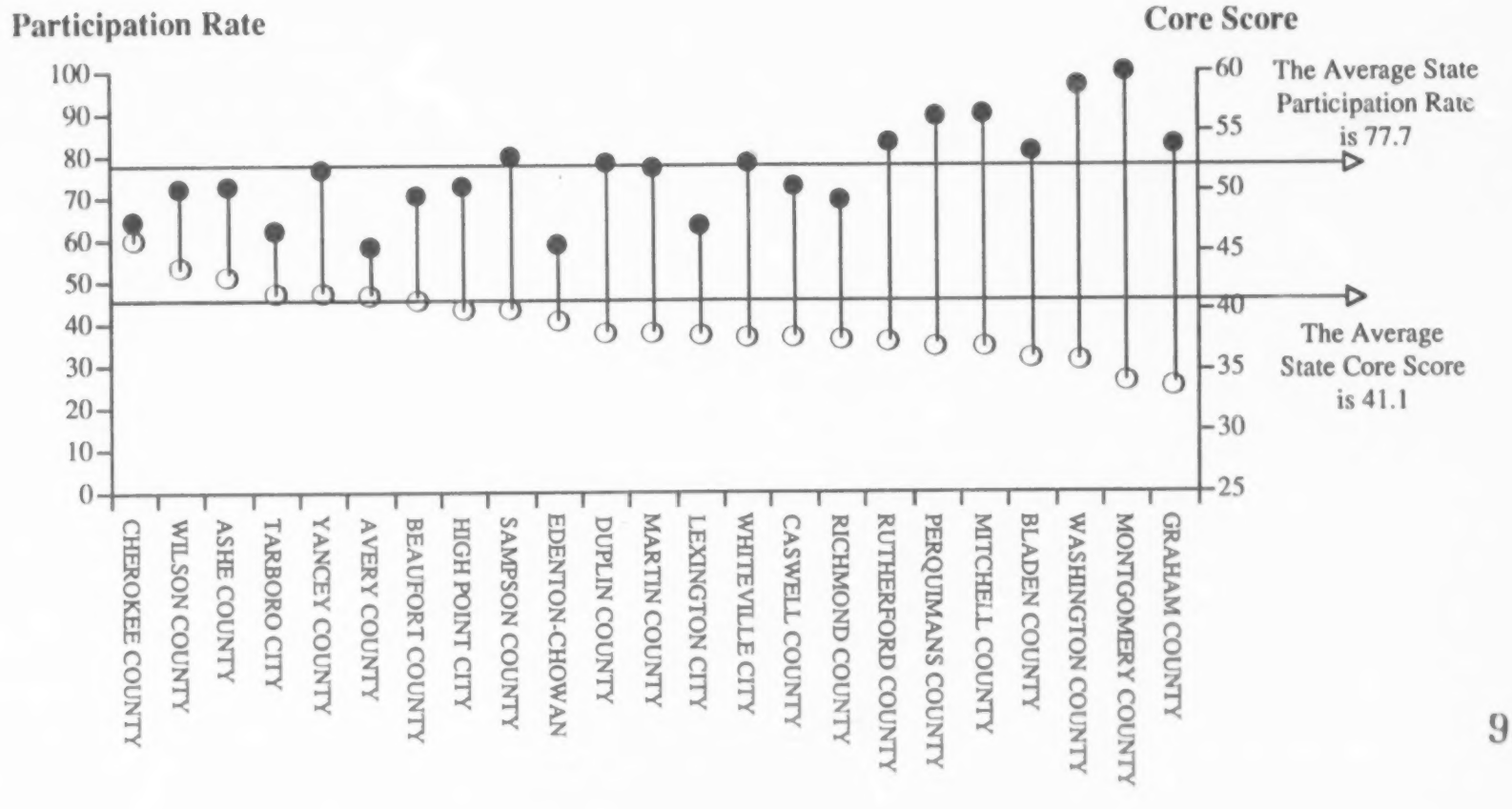
Index of Advantagement Range: -18 to -8



Sytems are ordered by core scores

Figure 31 continued. Average Algebra I Core Scores (○) and Participation (●) for School Systems Listed by 1991 Index of Advantagement

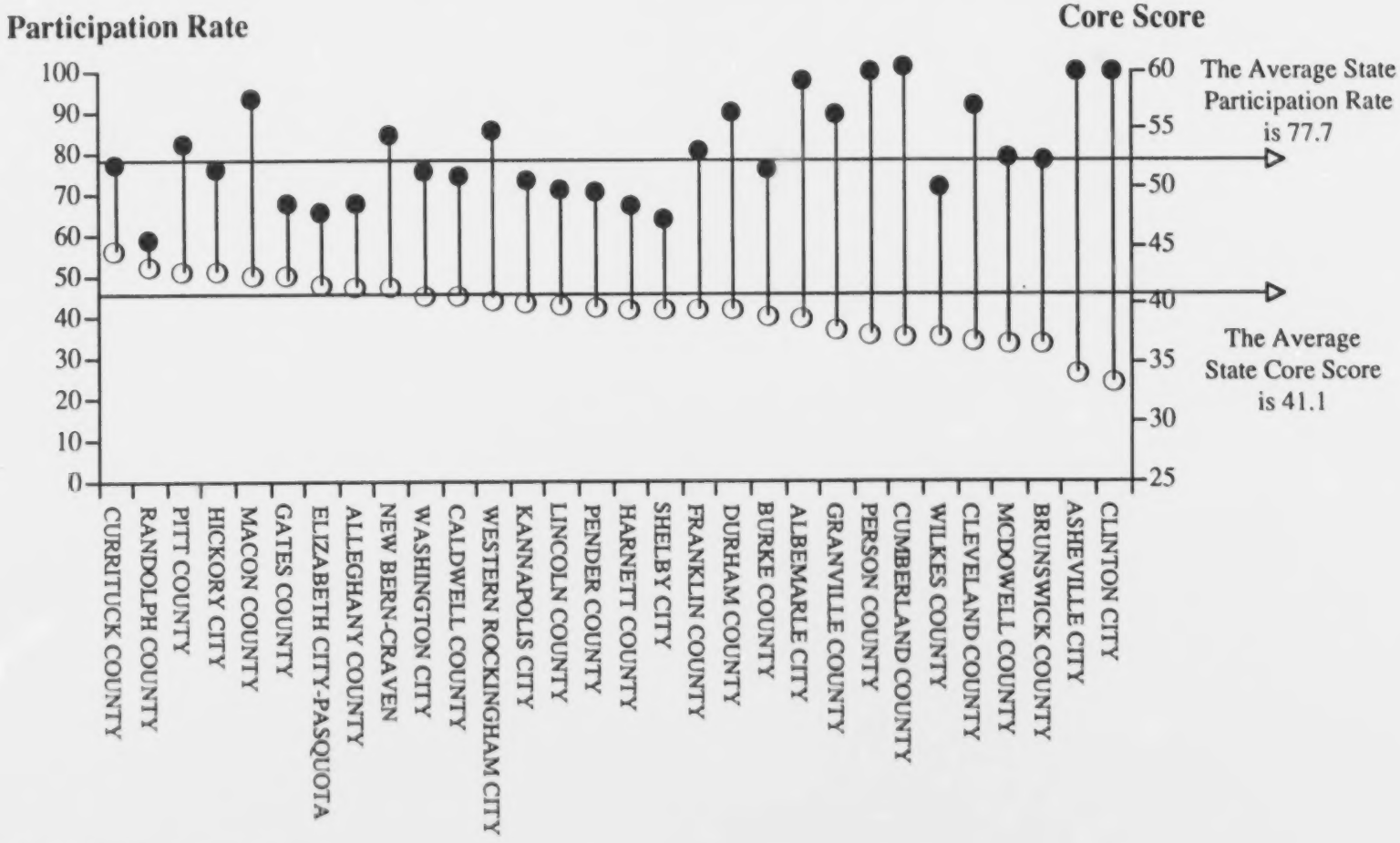
Index of Advantagement Range: -7 to -2



Sytems are ordered by core scores

Figure 31 continued. Average Algebra I Core Scores (○) and Participation (●) for School Systems Listed by 1991 Index of Advantagement

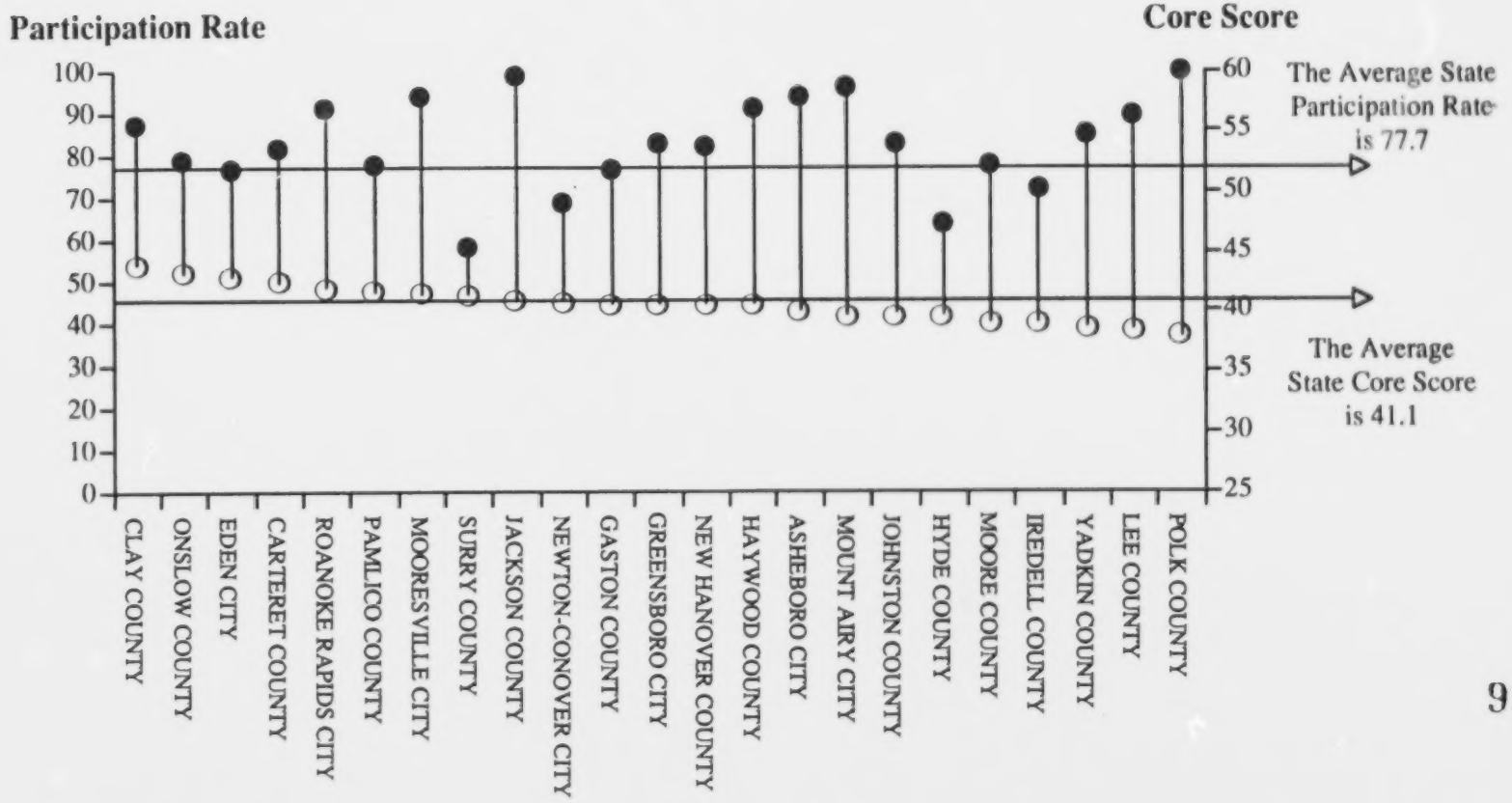
Index of Advantagement Range: -1 to 2



Sytems are ordered by core scores

Figure 31 continued. Average Algebra I Core Scores (○) and Participation (●) for School Systems Listed by 1991 Index of Advantagement

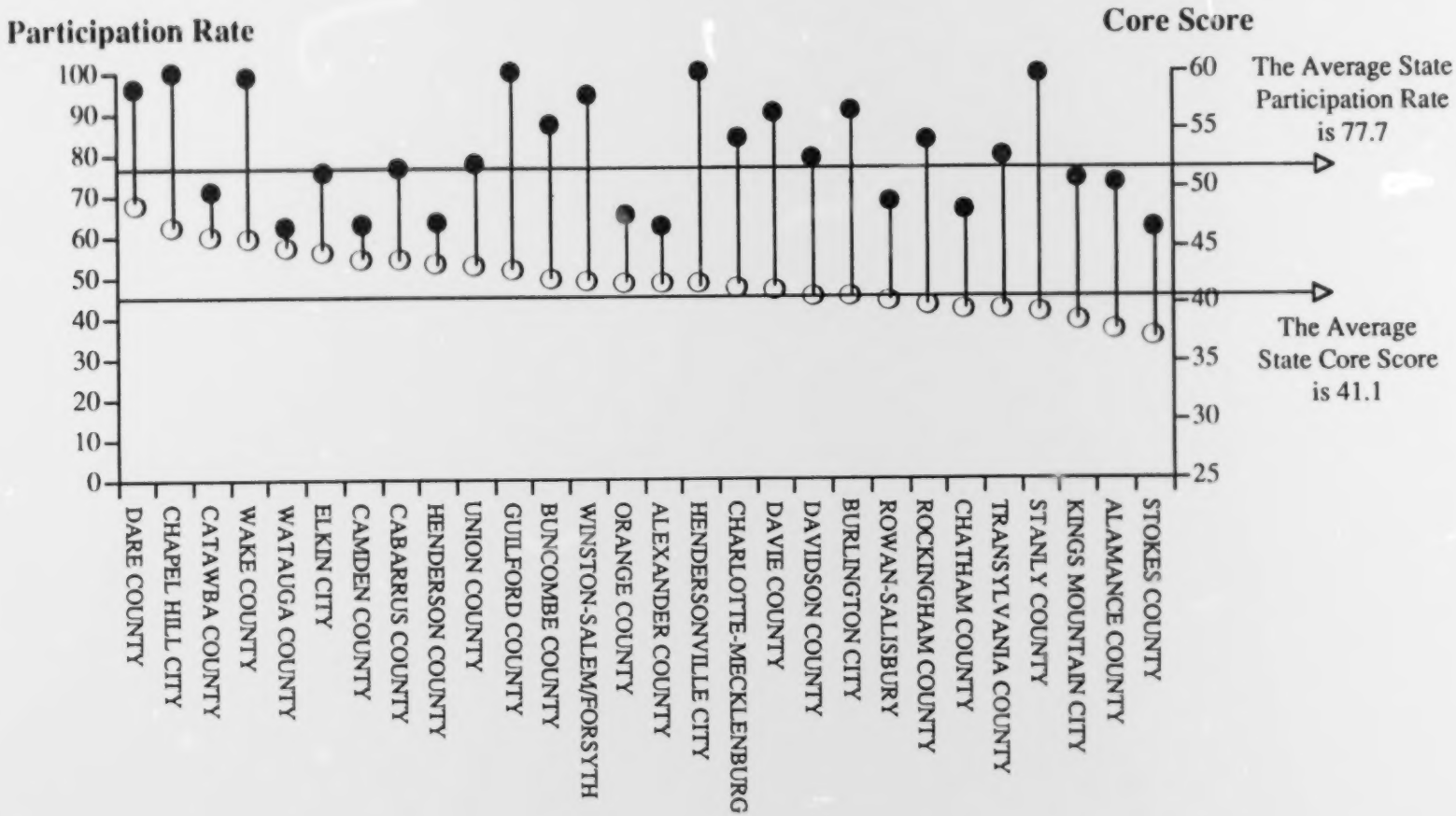
Index of Advantagement Range: 3 to 5



Sytems are ordered by core scores

Figure 31 continued. Average Algebra I Core Scores (○) and Participation (●) for School Systems Listed by 1991 Index of Advantagement

Index of Advantagement Range: 6 to 19



Sytems are ordered by core scores

Section IV. Outstanding School Systems

Outstanding School Systems: 1991-92 Score on End-of-Course Tests

Algebra I

Rank	System	Percent Correct
1	Dare County	81.2
2	Chapel Hill City	77.9
3	Catawba County	76.7
3	Cherokee County	76.7
5	Wake County	76.3
6	Watauga County	74.8
7	Currituck County	74.4
8	Elkin City	74.3
9	Camden County	73.3
10	Cabarrus County	73.1

Algebra II

Rank	System	Percent Correct
1	Chapel Hill City	85.1
2	Watauga County	84.0
3	Dare County	82.8
4	Wake County	77.6
5	Currituck County	77.2
6	W. Rockingham City	76.9
7	Elkin City	75.8
8	Gates County	75.6
9	Tyrrell County	75.1
10	Chowan County	74.6

Biology

Rank	System	Percent Correct
1	Dare County	74.1
2	Chapel Hill City	73.4
3	Mooresville City	70.1
4	Cherokee County	69.0
5	Wake County	68.9
6	Asheville City	68.5
7	Shelby City	67.9
8	Currituck County	67.8
9	Roanoke Rapids City	67.2
9	Watauga County	67.2

Chemistry

Rank	System	Percent Correct
1	Watauga County	77.8
2	Kings Mountain City	75.9
3	Yancey County	75.1
4	Transylvania County	74.0
5	Chapel Hill City	73.8
6	Kannapolis City	73.6
7	Newton-Conover City	73.4
7	Roanoke Rapids City	73.4
9	Currituck County	73.2
10	Dare County	72.5

ELP

Rank	System	Percent Correct
1	Hendersonville City	78.2
2	W. Rockingham City	77.3
3	Swain County	73.3
4	Dare County	73.2
5	Chapel Hill City	72.5
6	Shelby City	72.1
7	Avery County	70.9
8	Currituck County	70.5
8	Wake County	70.5
10	Roanoke Rapids City	70.4

continued

English I

Rank	System	Percent Correct
1	Chapel Hill City	75.5
2	Hickory City	75.2
3	Mount Airy City	75.0
4	Whiteville City	74.1
5	Tyrrell County	74.0
6	Elkin City	73.7
7	Mooresville City	73.5
8	Yadkin County	72.9
9	Hendersonville City	72.8
10	Polk County	72.3

Geometry

Rank	System	Percent Correct
1	Tyrrell County	87.1
2	Dare County	84.2
3	Clay County	77.6
4	Chapel Hill City	76.9
5	Hendersonville City	75.3
6	Mooresville City	74.2
7	Wake County	73.8
8	Catawba County	73.6
9	Yancey County	72.8
10	Watauga County	72.3

Physics

Rank	System	Percent Correct
1	Mooresville City	84.3
2	Watauga County	81.1
3	Harnett County	78.6
4	Kings Mountain City	77.6
5	Lee County	76.3
6	Clay County	75.4
7	Chapel Hill City	74.4
8	Franklinton City	74.3
9	Lincoln County	73.2
10	Kannapolis City	73.0

Physical Science

Rank	System	Percent Correct
1	Yancey County	74.3
2	Graham County	74.1
3	Pasquotank County	71.8
4	Dare County	71.1
5	Clay County	69.9
6	Cherokee County	69.6
6	Gates County	69.6
8	Cabarrus County	69.0
8	Orange County	69.0
10	Hickory City	68.8

U.S. History

Rank	System	Percent Correct
1	Wake County	78.1
2	Montgomery County	78.0
3	Mooresville City	76.9
4	Elkin City	76.6
5	Dare County	76.5
6	Chapel Hill City	76.4
7	Union County	76.3
8	Hickory City	75.8
9	Franklinton City	75.4
10	Asheboro City	75.3

Outstanding School Systems: 1991-92 Participation in Selective Courses

Algebra I

Rank	System	Participation
1	Tyrrell County	157.5
2	Hendersonville City	124.8
3	Polk County	122.5
4	Clinton City	118.1
5	Weldon City	109.1
6	Reidsville City	107.6
7	Chapel Hill City	106.9
8	Franklinton City	104.5
9	Person County	102.1
10	Guilford County	102.0

Algebra II

Rank	System	Participation
1	Hendersonville City	101.0
2	Chapel Hill City	78.9
3	Camden County	76.5
4	Elkin City	70.0
5	Wake County	66.4
6	Asheboro City	64.8
7	Burlington City	63.7
8	Martin County	62.0
9	Albemarle City	61.6
10	Dare County	61.4
10	Guilford County	61.4

Chemistry

Rank	System	Participation
1	Chapel Hill City	80.3
2	Hendersonville City	71.7
3	Albemarle City	71.5
4	Wake County	68.0
5	Elkin City	62.9
6	Mooresville City	60.3
7	Camden County	56.8
8	Cumberland County	54.8
8	Shelby City	54.8
10	Hickory City	54.4

Geometry

Rank	System	Participation
1	Elkin City	105.0
2	Chapel Hill City	104.9
3	Clinton City	97.4
4	Chowan County	88.3
5	Mooresville City	84.1
6	Burlington City	82.8
7	Perquimans County	82.4
8	Asheville City	79.2
9	Scotland County	78.5
10	Hertford County	76.2

Physics

Rank	System	Participation
1	Chapel Hill City	49.3
2	Hendersonville City	47.0
3	Mount Airy City	38.8
4	Burlington City	33.1
5	Wake County	29.1
6	Eden City	26.9
7	Roanoke Rapids City	26.3
8	Whiteville City	25.7
9	Albemarle City	25.0
10	Elkin City	24.0

* see page 8 of this report for a discusion of Participation Index 1

Outstanding School Systems: 1991-92 Yields in Selective Courses

Algebra I

Rank	System	Yield
1	Tyrrell County	109.7
2	Hendersonville City	86.9
3	Chapel Hill City	83.3
4	Dare County	78.0
5	Polk County	77.6
6	Wake County	75.4
7	Guilford County	73.2
8	Jackson County	67.4
9	Forsyth County	65.9
10	Macon County	65.9

Algebra II

Rank	System	Yield
1	Hendersonville City	69.3
2	Chapel Hill City	67.1
3	Elkin City	53.1
4	Wake County	51.5
5	Dare County	50.9
6	Camden County	49.8
7	Burlington City	44.5
8	Albemarle City	43.7
8	Guilford County	43.7
10	Asheboro City	43.4

Chemistry

Rank	System	Yield
1	Chapel Hill City	59.2
2	Hendersonville City	51.3
3	Wake County	48.7
4	Albemarle City	45.1
5	Mooresville City	43.6
6	Elkin City	40.9
7	Hickory City	37.7
8	Whiteville City	36.2
9	Washington City	35.9
10	New Hanover County	35.7

Geometry

Rank	System	Yield
1	Chapel Hill City	80.7
2	Elkin City	75.1
3	Mooresville City	62.4
4	Chowan County	59.1
5	Tyrrell County	58.6
6	Dare County	58.0
7	Perquimans County	55.4
8	Hendersonville City	55.0
9	Burlington City	52.8
10	Wake County	52.4

Physics

Rank	System	Yield
1	Chapel Hill City	36.7
2	Hendersonville City	32.3
3	Mount Airy City	26.4
4	Burlington City	23.0
5	Wake County	20.0
6	Roanoke Rapids City	18.2
7	Albemarle City	17.2
8	Eden City	15.8
9	Transylvania County	14.9
9	Whiteville City	14.9

Outstanding School Systems: Gains in Core Score: 1991 to 1992

Algebra I

Rank	System	Gain from '91
1	Franklinton City	4.4
2	Bertie County	3.4
3	Monroe City	3.2
4	Yancey County	2.7
5	Hertford County	2.6
5	Lincoln County	2.6
7	Martin County	2.3
8	Sampson County	2.1
9	Catawba County	1.9
10	Beaufort County	1.8

Algebra II

Rank	System	Gain from '91
1	W. Rockingham City	5.3
2	Hertford County	3.2
3	Alleghany County	3.0
4	Haywood County	2.8
5	Monroe City	2.7
6	Lenoir County	2.4
7	Bertie County	2.3
8	Ashe County	2.2
9	Watauga County	2.0
10	Hyde County	1.8
10	Moore County	1.8

Biology

Rank	System	Gain from '91
1	Asheville City	5.1
2	Reidsville City	4.3
3	Hyde County	3.9
4	Rockingham County	3.5
5	Yadkin County	3.4
6	Yancey County	3.3
7	Halifax County	3.2
8	Kings Mountain City	3.0
9	Alleghany County	2.8
10	Chowan County	2.7

Chemistry

Rank	System	Gain from '91
1	Yancey County	8.7
2	Lexington City	6.4
3	Currituck County	5.3
4	Kings Mountain City	3.7
5	Montgomery County	2.9
6	Reidsville City	2.7
7	Granville County	2.6
8	Monroe City	2.3
9	Kannapolis City	2.2
10	Craven County	2.1

ELP

Rank	System	Gain from '91
1	W. Rockingham City	8.5
2	Edgecombe County	8.4
3	Jones County	7.0
4	Clinton City	6.7
5	Halifax County	5.3
6	Gates County	5.0
7	Shelby City	4.0
8	Mount Airy City	3.5
9	Stokes County	3.3
10	Bladen County	3.1
10	Elkin City	3.1

continued

English I

Rank	System	Gain from '91
1	Tyrrell County	7.9
2	Jones County	7.0
3	Gates County	6.8
4	Swain County	5.4
4	Thomasville City	5.4
6	Kings Mountain City	5.3
7	Clay County	5.2
8	Clinton City	4.6
9	Greene County	4.2
10	Brunswick County	4.0
10	Hickory City	4.0

Geometry

Rank	System	Gain from '91
1	Clay County	10.3
2	Alleghany County	6.4
3	Northampton County	6.3
4	Tyrrell County	5.6
5	Elkin City	5.2
6	Reidsville City	5.1
7	Kannapolis City	4.7
8	Montgomery County	4.2
9	W. Rockingham City	3.8
10	Edgecombe County	3.4

Physics

Rank	System	Gain from '91
1	Bladen County	9.4
2	Bertie County	8.3
3	Harnett County	8.0
4	Shelby City	6.4
5	Alexander County	6.0
6	Pamlico County	5.6
7	Mooresville City	5.5
8	Lexington City	5.3
9	Transylvania County	4.4
10	Kings Mountain City	3.7

Physical Science

Rank	System	Gain from '91
1	Graham County	12.9
2	Gates County	9.2
3	Montgomery County	7.3
4	Alleghany County	7.2
5	Bertie County	5.9
6	Harnett County	5.6
7	Pasquotank County	5.2
7	Yancey County	5.2
9	Clinton City	4.9
10	Edgecombe County	4.4

U.S. History

Rank	System	Gain from '91
1	Franklinton City	9.3
2	Mitchell County	6.2
3	Bladen County	5.1
4	Stanly County	4.8
5	Tyrrell County	4.7
6	Mooresville City	4.5
7	Harnett County	4.4
7	Hendersonville City	4.4
9	Buncombe County	4.2
10	Granville County	4.0
10	Guilford County	4.0
10	Montgomery County	4.0

Outstanding School Systems: Gains in Participation: 1991 to 1992

Algebra I

Rank	System	Gain from '91
1	Tyrrell County	71.3
2	Roanoke Rapids City	58.8
3	Weldon City	43.4
4	Polk County	40.1
5	Hendersonville City	39.4
6	Franklinton City	35.1
7	Cleveland County	33.9
8	Washington County	32.3
9	Asheboro City	29.2
10	Montgomery County	26.4

Algebra II

Rank	System	Gain from '91
1	Camden County	71.2
2	Weldon City	29.7
3	Mount Airy City	24.7
4	Madison County	20.1
5	Dare County	19.5
6	Washington County	18.1
7	Franklinton City	17.0
8	Lexington City	15.0
9	Yadkin County	14.4
10	Gates County	12.2

Chemistry

Rank	System	Gain from '91
1	Cleveland County	20.0
2	Mooresville City	17.9
3	Clinton City	17.8
4	Camden County	16.8
5	Columbus County	16.3
6	Robeson County	12.7
7	Sampson County	12.3
8	Tyrrell County	12.2
9	Hickory City	11.2
10	Thomasville City	10.8

Geometry

Rank	System	Gain from '91
1	Scotland County	42.6
2	Clinton City	40.5
3	Hyde County	37.3
4	Chowan County	35.0
5	Elkin City	33.6
6	Clay County	30.6
7	Tyrrell County	29.7
8	Mooresville City	27.5
9	Macon County	26.2
10	Chapel Hill City	25.5

Physics

Rank	System	Gain from '91
1	Hendersonville City	21.4
2	Jones County	14.5
3	Camden County	13.2
4	Roanoke Rapids City	12.9
5	Mount Airy City	12.6
6	Chapel Hill City	9.3
7	Warren County	9.1
8	Elkin City	8.6
9	Burlington City	7.9
10	Albemarle City	7.4

Outstanding School Systems: Gains in Yield: 1991 to 1992

Algebra I

Rank	System	Gain from '91
1	Tyrrell County	43.7
2	Roanoke Rapids City	39.4
3	Hendersonville City	27.3
4	Franklinton City	25.9
5	Polk County	23.7
6	Asheboro City	18.1
7	Weldon City	17.2
8	Cleveland County	17.0
9	Jackson County	16.5
10	Washington County	15.9

Algebra II

Rank	System	Gain from '91
1	Camden County	46.5
2	Dare County	17.5
3	Mount Airy City	15.2
4	Weldon City	13.9
5	Madison County	13.4
6	Washington County	10.3
7	Yadkin County	10.2
8	W. Rockingham City	9.9
9	Shelby City	9.4
10	Ashe County	9.1

Chemistry

Rank	System	Gain from '91
1	Cleveland County	12.7
2	Clinton City	10.5
3	Columbus County	9.9
4	Mooresville City	9.6
5	Kings Mountain City	9.4
6	Currituck County	7.9
7	Surry County	7.5
8	Hickory City	7.3
9	Tyrrell County	7.2
10	Craven County	6.8

Geometry

Rank	System	Gain from '91
1	Elkin City	30.2
2	Tyrrell County	29.4
3	Clay County	28.0
4	Scotland County	27.8
5	Chowan County	23.5
6	Clinton City	21.4
7	Macon County	19.9
8	Chapel Hill City	19.0
9	Reidsville City	18.6
10	Mooresville City	18.5

Physics

Rank	System	Gain from '91
1	Hendersonville City	13.8
2	Roanoke Rapids City	9.6
3	Jones County	9.2
4	Mount Airy City	8.2
5	Burlington City	6.0
6	Chapel Hill City	5.9
6	Warren County	5.9
8	Albemarle City	5.1
9	Camden County	4.8
9	New Hanover County	4.8

Outstanding School Systems: Percent of Students Scoring Above Selected Goals

English II

Rank	System	Percent 3.5 or better
1	Mount Airy City	34.2
2	Chapel Hill City	33.8
3	Ashe County	29.2
4	Albemarle City	27.6
5	Hendersonville City	22.3
6	Asheville City	20.6
7	Elkin City	20.3
8	Davie County	18.7
9	Watauga County	18.1
10	Wake County	17.7

Geometry Proof

Rank	System	Percent 2.5 or better
1	Bertie County	79.6
2	Camden County	76.9
3	Dare County	72.6
4	Chapel Hill City	72.2
5	Mooresville City	66.7
6	Cherokee County	62.5
6	Tyrrell County	62.5
8	Ashe County	62.0
9	Yancey County	59.0
10	Perquimans County	57.8

Section V. Results for 129 School Systems

Participation in the Next Course in the Mathematics and Science Sequences by School System: 1991-92

School System	Eighth Grade ADM 1988-89	N Tested Algebra I 1989-90	Percent ADM Taking Algebra I	N Tested Geometry 1990-91	Percent Algebra I Taking Geometry	N Tested Algebra II 1991-92	Percent Geometry Taking Algebra II	Eighth Grade ADM 1987-88	N Tested Biology 1989-90	Percent ADM Taking Biology	N Tested Chemistry 1990-91	Percent Biology Taking Chemistry	N Tested Physics 1991-92	Percent Chemistry Taking Physics
Alamance County	761	549	72.1	421	76.7	345	81.9	805	784	97.4	371	47.3	95	25.6
Burlington City	501	401	80.0	362	90.3	319	88.1	444	436	98.2	213	48.9	147	69.0
Alexander County	391	280	71.6	177	63.2	145	81.9	383	345	90.1	100	29.0	37	37.0
Alleghany County	125	63	50.4	52	82.5	42	80.8	127	109	85.8	50	45.9	12	24.0
Anson County	422	227	53.8	155	68.3	142	91.6	390	353	90.5	103	29.2	41	39.8
Ashe County	285	172	60.4	111	64.5	137	123.4	308	257	83.4	95	37.0	17	17.9
Avery County	191	108	56.5	80	74.1	71	88.8	215	175	81.4	56	32.0	30	53.6
Beaufort County	332	202	60.8	114	56.4	88	77.2	340	281	82.6	120	42.7	27	22.5
Washington City	303	194	64.0	141	72.7	105	74.5	279	246	88.2	124	50.4	14	11.3
Bertie County	310	155	50.0	109	70.3	86	78.9	355	278	78.3	60	21.6	6	10.0
Bladen County	417	304	72.9	223	73.4	179	80.3	463	414	89.4	181	43.7	42	23.2
Brunswick County	650	521	80.2	344	66.0	257	74.7	702	602	85.8	285	47.3	98	34.4
Buncombe County	1,674	1,330	79.5	1,010	75.9	843	83.5	1,662	1,543	92.8	734	47.6	251	34.2
Asheville City	312	256	82.1	197	77.0	175	88.8	337	299	88.7	183	61.2	51	27.9
Burke County	1,015	635	62.6	499	78.6	429	86.0	1,050	890	84.8	297	33.4	121	40.7
Cabarrus County	936	700	74.8	549	78.4	484	88.2	930	776	83.4	430	55.4	137	31.9
Kannapolis City	337	225	66.8	169	75.1	133	78.7	331	249	75.2	145	58.2	36	24.8
Caldwell County	898	525	58.5	319	60.8	254	79.6	959	705	73.5	284	40.3	41	14.4
Camden County	81	64	79.0	74	115.6	62	83.8	75	77	102.7	30	39.0	17	56.7
Carteret County	595	442	74.3	334	75.6	258	77.2	571	528	92.5	325	61.6	66	20.3
Caswell County	307	200	65.1	130	65.0	109	83.8	296	274	92.6	139	50.7	31	22.3
Catawba County	972	667	68.6	474	71.1	486	102.5	1,001	857	85.6	334	39.0	92	27.5
Hickory City	331	283	85.5	222	78.4	200	90.1	338	266	78.7	146	54.9	38	26.0
Newton City	247	208	84.2	165	79.3	116	70.3	231	209	90.5	85	40.7	31	36.5
Chatham County	391	365	93.4	256	70.1	192	75.0	396	372	93.9	149	40.1	36	24.2
Cherokee County	305	179	58.7	131	73.2	133	101.5	315	258	81.9	140	54.3	34	24.3
Chowan County	199	158	79.4	106	67.1	84	79.2	195	204	104.6	90	44.1	8	8.9
Clay County	88	44	50.0	22	50.0	43	195.5	101	98	97.0	42	42.9	9	21.4
Cleveland County	684	459	67.1	331	72.1	271	81.9	662	558	84.3	199	35.7	61	30.7
Kings Mountain City	346	190	54.9	140	73.7	95	67.9	321	263	81.9	77	29.3	13	16.9
Shelby City	248	175	70.6	131	74.9	148	113.0	252	234	92.9	146	62.4	21	14.4
Columbus County	629	323	51.4	217	67.2	173	79.7	626	561	89.6	106	18.9	33	31.1
Whiteville City	198	169	85.4	109	64.5	95	87.2	202	165	81.7	95	57.6	52	54.7

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

Participation in the Next Course in the Mathematics and Science Sequences by School System: 1991-92

School System	Eighth Grade ADM 1988-89	N Tested Algebra I 1989-90	Percent ADM Taking Algebra I	N Tested Geometry 1990-91	Percent Algebra I Taking Geometry	N Tested Algebra II 1991-92	Percent Geometry Taking Algebra II	Eighth Grade ADM 1987-88	N Tested Biology 1989-90	Percent ADM Taking Biology	N Tested Chemistry 1990-91	Percent Biology Taking Chemistry	N Tested Physics 1991-92	Percent Chemistry Taking Physics
Craven County	994	670	67.4	527	78.7	480	91.1	1,000	783	78.3	254	32.4	62	24.4
Cumberland County	3,098	2,486	80.2	2,108	84.8	1,656	78.6	3,135	2,834	90.4	1434	50.6	323	22.5
Currituck County	147	104	70.7	92	88.5	61	66.3	178	155	87.1	43	27.7	13	30.2
Dare County	223	164	73.5	141	86.0	137	97.2	210	170	81.0	92	54.1	16	17.4
Davidson County	1,197	881	73.6	691	78.4	569	82.3	1,274	1,056	82.9	629	59.6	233	37.0
Lexington City	217	200	92.2	158	79.0	125	79.1	256	205	80.1	76	37.1	15	19.7
Thomasville City	156	107	68.6	83	77.6	62	74.7	185	150	81.1	37	24.7	13	35.1
Davie County	363	256	70.5	198	77.3	160	80.8	377	292	77.5	143	49.0	35	24.5
Duplin County	575	383	66.6	277	72.3	230	83.0	589	524	89.0	232	44.3	60	25.9
Durham County	1,899	1,603	84.4	1,208	75.4	969	80.2	1,938	1,737	89.6	996	57.3	309	31.0
Edgecombe County	360	266	73.9	177	66.5	121	68.4	406	314	77.3	138	43.9	54	39.1
Tarboro City	215	163	75.8	151	92.6	107	70.9	257	214	83.3	136	63.6	26	19.1
Forsyth County	2,675	2,108	78.8	1,561	74.1	1,422	91.1	2,726	2,474	90.8	1114	45.0	399	35.8
Franklin County	364	212	58.2	174	82.1	153	87.9	341	292	85.6	144	49.3	35	24.3
Franklinton City	116	73	62.9	64	87.7	53	82.8	108	99	91.7	21	21.2	5	23.8
Gaston County	2,445	1,558	63.7	1,160	74.5	910	78.4	2,494	2,140	85.8	865	40.4	313	36.2
Gates County	134	89	66.4	69	77.5	53	76.8	117	106	90.6	48	45.3	21	43.8
Graham County	105	89	84.8	76	85.4	59	77.6	94	96	102.1	24	25.0	6	25.0
Granville County	508	408	80.3	298	73.0	212	71.1	544	469	86.2	186	39.7	33	17.7
Greene County	259	123	47.5	81	65.9	67	82.7	212	160	75.5	86	53.8	13	15.1
Guilford County	1,822	1,446	79.4	1,212	83.8	1,118	92.2	1,778	1,603	90.2	967	60.3	210	21.7
Greensboro City	1,443	1,169	81.0	865	74.0	795	91.9	1,555	1,306	84.0	784	60.0	213	27.2
High Point City	567	445	78.5	318	71.5	276	86.8	619	484	78.2	186	38.4	48	25.8
Halifax County	485	332	68.5	222	66.9	172	77.5	519	424	81.7	172	40.6	43	25.0
Roanoke Rapids City	200	163	81.5	114	69.9	95	83.3	190	173	91.1	99	57.2	50	50.5
Weldon City	110	72	65.5	69	95.8	52	75.4	102	68	66.7	30	44.1	16	53.3
Harnett County	903	563	62.3	379	67.3	314	82.8	938	840	89.6	310	36.9	49	15.8
Haywood County	581	429	73.8	323	75.3	246	76.2	607	552	90.9	197	35.7	52	26.4
Henderson County	678	405	59.7	300	74.1	261	87.0	678	569	83.9	190	33.4	53	27.9
Hendersonville City	99	152	153.5	105	69.1	100	95.2	115	146	127.0	88	60.3	54	61.4
Hertford County	313	183	58.5	180	98.4	132	73.3	305	272	89.2	135	49.6	27	20.0
Hoke County	401	280	69.8	169	60.4	119	70.4	408	297	72.8	139	46.8	28	20.1
Hyde County	78	34	43.6	30	88.2	26	86.7	64	48	75.0	20	41.7	7	35.0

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

Participation in the Next Course in the Mathematics and Science Sequences by School System: 1991-92

School System	Eighth Grade ADM 1988-89	N Tested Algebra I 1989-90	Percent ADM Taking Algebra I	N Tested Geometry 1990-91	Percent Algebra I Taking Geometry	N Tested Algebra II 1991-92	Percent Geometry Taking Algebra II	Eighth Grade ADM 1987-88	N Tested Biology 1989-90	Percent ADM Taking Biology	N Tested Chemistry 1990-91	Percent Biology Taking Chemistry	N Tested Physics 1991-92	Percent Chemistry Taking Physics
Iredell County	1,030	732	71.1	544	74.3	432	79.4	1,106	916	82.8	361	39.4	86	23.8
Mooresville City	189	119	63.0	107	89.9	74	69.2	144	163	113.2	61	37.4	10	16.4
Jackson County	308	258	83.8	193	74.8	145	75.1	311	269	86.5	117	43.5	30	25.6
Johnston County	1,194	800	67.0	565	70.6	501	88.7	1,125	1,018	90.5	427	41.9	175	41.0
Jones County	139	93	66.9	68	73.1	44	64.7	102	91	89.2	32	35.2	19	59.4
Lee County	558	435	78.0	287	66.0	226	78.7	541	475	87.8	130	27.4	36	27.7
Lenoir County	889	602	67.7	446	74.1	316	70.9	878	767	87.4	338	44.1	65	19.2
Lincoln County	677	479	70.8	374	78.1	303	81.0	660	571	86.5	219	38.4	38	17.4
Macon County	267	172	64.4	125	72.7	84	67.2	274	228	83.2	97	42.5	22	22.7
Madison County	217	142	65.4	107	75.4	95	88.8	236	167	70.8	71	42.5	9	12.7
Martin County	363	318	87.6	252	79.2	225	89.3	441	364	82.5	196	53.8	45	23.0
McDowell County	538	344	63.9	242	70.3	200	82.6	579	493	85.1	149	30.2	7	4.7
Mecklenburg County	5,485	3,956	72.1	3,086	78.0	2,628	85.2	5,330	4,482	84.1	2535	56.6	705	27.8
Mitchell County	145	148	102.1	66	44.6	45	68.2	190	226	118.9	40	17.7	17	42.5
Montgomery County	326	257	78.8	148	57.6	121	81.8	318	295	92.8	116	39.3	32	27.6
Moore County	699	472	67.5	354	75.0	271	76.6	668	612	91.6	281	45.9	73	26.0
Nash County	1,382	831	60.1	590	71.0	465	78.8	1,288	1,133	88.0	479	42.3	87	18.2
New Hanover County	1,426	1,294	90.7	952	73.6	740	77.7	1,439	2,063	143.4	885	42.9	307	34.7
Northampton County	298	197	66.1	150	76.1	131	87.3	300	248	82.7	141	56.9	35	24.8
Onslow County	1,161	946	81.5	645	68.2	550	85.3	1,170	1,130	96.6	360	31.9	145	40.3
Orange County	382	270	70.7	212	78.5	173	81.6	417	302	72.4	147	48.7	57	38.8
Chapel Hill City	431	360	83.5	342	95.0	340	99.4	359	352	98.1	312	88.6	177	56.7
Pamlico County	142	111	78.2	82	73.9	58	70.7	153	133	86.9	52	39.1	10	19.2
Pasquotank County	383	282	73.6	196	69.5	146	74.5	393	332	84.5	113	34.0	14	12.4
Pender County	354	240	67.8	187	77.9	144	77.0	335	347	103.6	102	29.4	54	52.9
Perquimans County	136	116	85.3	90	77.6	68	75.6	117	73	62.4	57	78.1		0.0
Person County	430	310	72.1	249	80.3	196	78.7	408	347	85.0	110	31.7	43	39.1
Pitt County	1,283	864	67.3	690	79.9	583	84.5	1,265	1,143	90.4	629	55.0	195	31.0
Polk County	174	109	62.6	67	61.5	62	92.5	165	131	79.4	73	55.7	21	28.8
Randolph County	1,031	556	53.9	408	73.4	333	81.6	1,062	793	74.7	264	33.3	85	32.2
Asheboro City	247	199	80.6	175	87.9	160	91.4	260	244	93.8	131	53.7	27	20.6
Richmond County	658	473	71.9	265	56.0	255	96.2	715	522	73.0	234	44.8	36	15.4
Robeson County	1,849	1,057	57.2	671	63.5	631	94.0	1,953	1,550	79.4	588	37.9	104	17.7

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

Participation in the Next Course in the Mathematics and Science Sequences by School System: 1991-92

School System	Eighth Grade ADM 1988-89	N Tested Algebra I 1989-90	Percent ADM Taking Algebra I	N Tested Geometry 1990-91	Percent Algebra I Taking Geometry	N Tested Algebra II 1991-92	Percent Geometry Taking Algebra II	Eighth Grade ADM 1987-88	N Tested Biology 1989-90	Percent ADM Taking Biology	N Tested Chemistry 1990-91	Percent Biology Taking Chemistry	N Tested Physics 1991-92	Percent Chemistry Taking Physics
Rockingham County	265	152	57.4	119	78.3	77	64.7	305	257	84.3	114	44.4	40	35.1
Eden City	312	238	76.3	169	71.0	135	79.9	323	298	92.3	178	59.7	87	48.9
West. Rockingham	271	203	74.9	161	79.3	113	70.2	269	234	87.0	118	50.4	28	23.7
Reidsville City	275	177	64.4	124	70.1	105	84.7	283	230	81.3	96	41.7	19	19.8
Rowan County	1,269	891	70.2	763	85.6	657	86.1	1,202	1,007	83.8	508	50.4	156	30.7
Rutherford County	785	547	69.7	406	74.2	316	77.8	827	669	80.9	183	27.4	59	32.2
Sampson County	561	354	63.1	281	79.4	207	73.7	536	467	87.1	151	32.3	30	19.9
Clinton City	195	131	67.2	111	84.7	89	80.2	228	194	85.1	54	27.8	31	57.4
Scotland County	571	403	70.6	205	50.9	44	21.5	585	510	87.2	174	34.1	59	33.9
Stanly County	481	434	90.2	272	62.7	224	82.4	514	447	87.0	228	51.0	81	35.5
Albemarle City	151	183	121.2	131	71.6	93	71.0	140	149	106.4	96	64.4	35	36.5
Stokes County	534	299	56.0	215	71.9	175	81.4	505	490	97.0	186	38.0	52	28.0
Surry County	588	394	67.0	263	66.8	250	95.1	629	559	88.9	249	44.5	46	18.5
Elkin City	70	59	84.3	50	84.7	49	98.0	75	77	102.7	47	61.0	18	38.3
Mount Airy City	155	159	102.6	163	102.5	88	54.0	134	139	103.7	113	81.3	52	46.0
Swain County	126	91	72.2	76	83.5	67	88.2	108	98	90.7	49	50.0	11	22.4
Transylvania County	322	262	81.4	184	70.2	154	83.7	336	338	100.6	126	37.3	74	58.7
Tyrrell County	56	28	50.0	21	75.0	20	95.2	48	54	112.5	19	35.2	10	52.6
Union County	987	616	62.4	465	75.5	407	87.5	905	802	88.6	298	37.2	81	27.2
Monroe City	228	169	74.1	133	78.7	85	63.9	220	178	80.9	80	44.9	14	17.5
Vance County	548	306	55.8	238	77.8	181	76.1	533	428	80.3	181	42.3	31	17.1
Wake County	4,480	3,959	88.4	3,078	77.7	2,973	96.6	4,459	4,108	92.1	2737	66.6	1,299	47.5
Warren County	254	172	67.7	113	65.7	77	68.1	241	222	92.1	59	26.6	32	54.2
Washington County	222	195	87.8	163	83.6	126	77.3	212	196	92.5	94	48.0	25	26.6
Watauga County	306	208	68.0	203	97.6	158	77.8	328	295	89.9	102	34.6	33	32.4
Wayne County	1,386	1,006	72.6	750	74.6	636	84.8	1,308	1,197	91.5	678	56.6	207	30.5
Wilkes County	811	498	61.4	362	72.7	293	80.9	833	726	87.2	287	39.5	32	11.1
Wilson County	894	602	67.3	423	70.3	350	82.7	879	740	84.2	277	37.4	49	17.7
Yadkin County	403	266	66.0	203	76.3	212	104.4	390	351	90.0	169	48.1	23	13.6
Yancey County	223	152	68.2	91	59.9	104	114.3	212	171	80.7	71	41.5	16	22.5
State	81,731	59,085	72.3	44,325	75.0	37,221	84.0	82,250	72,329	87.9	33,518	46.3	10,075	30.1

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

English II School System Results: 1991-92

School System	Number Tested	Participation	Percent Scoring: 1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	Other
Alamance County	706	93.5	26.3	14.0	23.8	10.3	11.5	1.1	3.3	0.0	0.3	0.0	0.0	9.3
Burlington City	427	87.3	14.8	11.0	23.0	17.8	16.6	4.5	3.5	0.5	0.9	0.0	0.2	7.3
Alexander County	302	89.3	26.8	11.3	32.5	6.3	15.2	2.3	1.0	0.0	0.0	0.0	0.0	4.6
Alleghany County	110	86.6	27.3	3.6	37.3	1.8	24.5	0.0	1.8	0.0	0.0	0.0	0.0	3.6
Anson County	307	88.5	26.4	15.0	21.5	5.9	5.5	0.7	1.0	0.0	0.3	0.0	0.0	23.8
Ashe County	240	89.6	7.1	4.2	19.2	15.8	20.0	11.7	9.6	4.6	2.9	0.4	0.0	4.6
Avery County	163	83.2	9.2	7.4	17.8	13.5	20.2	3.1	1.8	0.6	0.0	0.0	0.0	26.4
Beaufort County	327	98.8	36.7	13.5	21.1	7.6	6.7	3.7	0.3	0.0	0.0	0.0	0.0	10.4
Washington City	254	81.7	28.3	15.7	16.9	10.6	7.9	4.3	2.0	1.6	0.0	0.0	0.0	12.6
Bertie County	291	101.4	20.6	18.9	21.6	12.4	12.7	2.7	0.0	0.7	0.0	0.0	0.0	10.3
Bladen County	361	91.4	23.0	19.7	30.7	10.2	7.8	1.1	0.0	0.0	0.0	0.0	0.0	7.5
Brunswick County	538	87.5	25.8	18.4	19.5	12.1	8.0	1.5	1.3	0.0	0.2	0.0	0.0	13.2
Buncombe County	1397	90.0	14.8	11.4	22.8	11.0	15.7	5.4	3.7	0.6	0.8	0.1	0.1	13.7
Asheville City	252	80.8	17.1	9.5	13.1	11.5	11.1	7.1	7.5	3.2	2.4	0.0	0.4	17.1
Burke County	816	92.9	15.9	8.7	23.5	15.8	13.7	5.9	2.0	1.1	1.0	0.0	0.0	12.4
Cabarrus County	798	87.8	18.0	16.0	25.1	13.4	12.7	3.0	3.9	0.8	1.0	0.0	0.0	6.1
Kannapolis City	247	83.4	20.6	14.2	26.3	13.0	7.7	3.6	2.0	0.0	0.0	0.0	0.0	12.6
Caldwell County	635	75.0	18.0	9.3	28.5	13.2	15.6	3.5	2.2	0.8	0.0	0.0	0.0	9.0
Camden County	63	95.5	9.5	14.3	25.4	20.6	12.7	7.9	4.8	0.0	0.0	0.0	0.0	4.8
Carteret County	532	89.4	19.0	13.3	22.9	15.6	12.8	5.8	3.0	0.6	0.6	0.0	0.0	6.4
Caswell County	256	93.1	33.6	17.6	15.2	5.9	8.6	2.3	0.4	0.0	0.4	0.0	0.0	16.0
Catawba County	850	88.7	16.6	9.4	24.0	13.3	19.1	4.8	3.6	0.7	0.2	0.0	0.0	8.2
Hickory City	266	81.3	6.0	7.5	22.2	16.9	27.8	8.3	6.0	0.0	1.1	0.0	0.0	4.1
Newton City	178	79.5	22.5	20.2	19.7	14.6	9.0	1.7	1.1	0.6	0.0	0.0	0.0	10.7
Chatham County	371	91.8	22.9	17.0	19.4	12.9	8.9	3.0	1.6	0.0	0.5	0.0	0.0	13.7
Cherokee County	278	90.0	23.0	7.9	20.5	14.4	19.4	3.2	5.0	0.4	1.1	0.0	0.0	5.0
Chowan County	172	111.7	22.1	18.0	9.9	8.1	11.6	6.4	7.6	1.7	1.2	0.0	0.0	13.4
Clay County	67	82.7	38.8	14.9	19.4	10.4	4.5	0.0	1.5	0.0	0.0	0.0	0.0	10.4
Cleveland County	549	87.7	28.8	10.9	25.1	8.7	7.1	1.5	1.8	0.2	0.2	0.0	0.0	15.7
Kings Mountain City	230	74.2	11.3	11.7	24.3	21.7	16.1	6.5	2.2	0.0	0.9	0.0	0.0	5.2
Shelby City	196	82.0	23.5	16.8	20.9	13.8	10.7	5.1	4.6	0.5	0.5	0.0	0.0	3.6
Columbus County	526	91.3	29.5	17.1	21.5	10.3	6.5	0.2	0.6	0.0	0.2	0.0	0.0	14.3
Whiteville City	167	87.0	16.8	13.8	22.8	15.6	16.8	6.6	2.4	0.0	0.0	0.0	0.0	5.4

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

English II School System Results: 1991-92

School System	Number Tested	Partic-ipation	Percent Scoring: 1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	Other
Craven County	912	91.4	17.8	10.5	24.2	12.4	17.7	2.9	4.6	0.3	0.8	0.0	0.0	8.9
Cumberland County	3092	100.1	26.6	14.7	23.8	9.7	9.9	2.1	1.4	0.3	0.4	0.0	0.0	11.2
Currituck County	163	85.8	17.2	9.8	27.0	8.6	18.4	6.1	5.5	0.0	0.0	0.0	0.0	7.4
Dare County	198	93.4	13.6	12.6	18.2	20.7	14.1	5.1	4.5	0.0	2.5	0.0	0.0	8.6
Davidson County	1096	94.8	17.2	9.4	23.8	10.8	17.7	4.5	5.7	0.7	0.9	0.2	0.1	8.9
Lexington City	154	73.7	12.3	14.3	21.4	14.9	14.3	4.5	1.9	0.0	1.3	0.0	0.0	14.9
Thomasville City	128	73.1	26.6	17.2	21.9	12.5	9.4	4.7	1.6	0.8	0.0	0.0	0.0	5.5
Davie County	337	84.5	17.5	14.2	16.0	12.5	13.7	8.6	5.0	3.3	1.8	0.0	0.0	7.4
Duplin County	501	89.1	22.4	15.8	22.8	11.4	10.6	1.6	0.8	0.4	0.0	0.0	0.0	14.4
Durham County	1526	82.9	12.9	11.6	20.3	16.6	15.8	7.5	4.1	1.8	1.2	0.1	0.1	7.9
Edgecombe County	345	89.1	29.3	15.4	19.4	9.9	6.1	1.2	0.6	0.3	0.0	0.0	0.0	18.0
Tarboro City	198	83.2	15.7	11.6	27.3	14.6	11.1	3.5	3.0	0.5	0.0	0.0	0.0	12.6
Forsyth County	2365	92.5	19.5	11.2	17.7	10.9	15.2	6.2	5.2	1.5	1.1	0.1	0.0	11.5
Franklin County	301	92.6	19.6	9.6	25.2	6.3	17.9	6.0	7.0	1.0	1.0	0.7	0.0	5.6
Franklinton City	81	82.7	13.6	28.4	18.5	9.9	7.4	4.9	1.2	0.0	0.0	0.0	0.0	16.0
Gaston County	1967	88.4	19.9	14.4	22.4	13.5	11.8	4.6	3.2	0.7	0.7	0.1	0.1	8.6
Gates County	97	85.1	27.8	8.2	19.6	7.2	9.3	5.2	2.1	1.0	0.0	0.0	0.0	19.6
Graham County	90	94.7	16.7	6.7	26.7	13.3	23.3	2.2	5.6	0.0	1.1	0.0	0.0	4.4
Granville County	393	83.1	15.5	10.7	24.7	13.2	18.3	5.1	2.0	0.8	0.5	0.3	0.3	8.7
Greene County	182	76.8	20.9	12.6	26.4	17.6	14.3	2.7	1.1	0.0	0.0	0.0	0.0	4.4
Guilford County	1644	91.9	17.3	14.0	20.4	14.1	14.8	5.4	3.4	0.8	0.5	0.0	0.1	9.4
Greensboro City	1226	82.7	17.9	12.1	19.8	14.5	13.9	6.0	4.2	0.7	0.5	0.0	0.0	10.5
High Point City	432	77.6	23.8	16.2	23.8	8.8	9.0	2.5	1.9	0.9	0.5	0.0	0.0	12.5
Halifax County	370	78.7	33.8	13.0	9.5	3.5	7.8	3.8	1.4	0.0	0.3	0.0	0.0	27.0
Roanoke Rapids City	183	87.1	21.9	12.0	15.3	16.4	17.5	6.6	1.6	0.0	0.0	0.0	0.0	8.7
Weldon City	75	73.5	30.7	12.0	25.3	16.0	8.0	2.7	0.0	0.0	0.0	0.0	0.0	5.3
Harnett County	777	86.9	21.1	14.8	27.7	13.1	12.5	1.8	0.9	0.1	0.1	0.0	0.0	7.9
Haywood County	511	87.5	25.6	17.8	21.5	11.0	9.6	1.6	1.2	1.0	0.0	0.0	0.0	10.8
Henderson County	584	87.3	25.2	13.5	24.3	9.4	10.4	2.4	1.2	0.3	0.5	0.0	0.0	12.7
Hendersonville City	139	106.9	5.8	12.2	19.4	7.9	26.6	10.8	7.9	1.4	2.2	0.0	0.0	5.8
Hertford County	283	87.3	20.8	12.4	18.4	15.9	16.3	4.6	2.5	0.4	0.0	0.0	0.0	8.8
Hoke County	303	83.9	33.7	15.2	16.5	10.2	5.9	1.3	1.7	0.3	0.0	0.0	0.0	15.2
Hyde County	61	92.4	34.4	8.2	37.7	6.6	6.6	0.0	0.0	0.0	0.0	0.0	0.0	6.6

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English II School System Results: 1991-92

School System	Number Tested	Participation	Percent Scoring: 1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	Other
Iredell County	840	89.9	18.7	10.6	19.5	10.1	14.9	5.6	2.9	1.4	0.1	0.0	0.0	16.2
Mooresville City	189	96.9	14.8	13.8	20.1	16.4	14.3	7.9	3.7	0.5	2.1	0.5	0.0	5.8
Jackson County	239	83.3	13.8	15.1	25.9	11.7	18.8	2.9	4.2	0.4	0.8	0.0	0.0	6.3
Johnston County	1002	90.8	13.8	9.3	19.8	16.5	17.6	6.9	3.2	0.3	0.9	0.0	0.0	11.9
Jones County	109	90.1	22.9	11.0	25.7	10.1	12.8	1.8	3.7	0.0	0.0	0.0	0.0	11.9
Lee County	476	87.5	22.7	10.7	21.4	11.1	12.4	3.4	1.7	1.5	0.2	0.0	0.0	14.9
Lenoir County	725	86.7	29.0	16.4	18.1	9.7	6.3	1.9	1.0	0.4	0.3	0.0	0.0	17.0
Lincoln County	526	80.1	21.1	14.1	20.3	12.5	12.2	4.6	2.3	0.6	0.0	0.0	0.0	12.4
Macon County	227	102.3	10.6	9.3	22.9	6.6	24.7	2.6	5.7	0.4	1.3	0.0	0.4	15.4
Madison County	188	90.4	21.8	10.1	21.3	13.8	15.4	4.8	1.6	3.2	0.0	0.0	0.0	8.0
Martin County	334	88.6	21.0	14.4	27.5	11.1	13.2	2.1	2.4	0.6	0.3	0.0	0.0	7.5
McDowell County	379	82.9	28.5	15.0	30.6	7.1	9.2	2.6	0.5	0.5	0.3	0.0	0.0	5.5
Mecklenburg County	4701	90.6	16.2	11.6	21.5	12.5	15.7	5.7	4.5	1.0	1.0	0.1	0.0	10.2
Mitchell County	154	81.9	9.1	18.2	30.5	16.9	14.9	6.5	1.3	0.6	0.0	0.0	0.0	1.9
Montgomery County	264	84.9	13.6	14.0	29.2	19.3	11.4	3.0	1.1	1.1	0.4	0.0	0.0	6.8
Moore County	603	87.0	14.4	12.4	26.5	12.8	14.8	5.0	2.3	0.7	0.5	0.3	0.2	10.1
Nash County	1152	90.4	27.3	15.9	18.4	8.7	10.9	2.2	2.1	0.4	0.3	0.0	0.2	13.6
New Hanover County	1285	96.3	13.9	14.6	21.0	16.0	17.4	4.7	4.0	0.5	0.6	0.0	0.2	7.1
Northampton County	210	76.6	34.8	21.0	14.8	7.6	2.4	0.0	0.0	0.0	0.0	0.0	0.0	19.5
Onslow County	1110	91.5	18.8	12.4	21.6	9.9	11.4	2.5	2.3	0.6	0.5	0.1	0.0	19.7
Orange County	311	79.5	20.6	14.5	21.2	12.2	11.3	3.2	2.3	2.3	0.6	0.3	0.0	11.6
Chapel Hill City	394	100.8	9.9	8.6	13.5	11.9	17.8	12.7	9.4	4.6	5.6	0.3	1.3	4.6
Pamlico County	146	96.7	24.0	10.3	19.2	13.0	14.4	6.2	4.1	0.7	0.0	0.7	0.0	7.5
Pasquotank County	311	83.4	15.8	18.0	21.2	11.9	11.6	4.5	4.8	1.6	1.3	0.0	0.0	9.3
Pender County	318	84.8	23.3	15.4	21.7	10.7	7.9	1.3	0.3	0.0	0.3	0.0	0.0	19.2
Perquimans County	102	81.6	9.8	12.7	40.2	19.6	7.8	3.9	0.0	0.0	0.0	0.0	0.0	5.9
Person County	370	90.9	15.1	14.9	23.5	14.9	10.8	5.1	3.2	0.5	0.3	0.0	0.0	11.6
Pitt County	1140	89.8	19.5	11.5	24.1	11.5	12.2	3.2	2.5	0.4	0.6	0.0	0.0	14.5
Polk County	114	77.0	21.9	15.8	20.2	18.4	7.9	3.5	0.9	0.9	0.0	0.0	0.0	10.5
Randolph County	818	84.6	21.8	16.6	19.8	13.3	12.1	2.9	2.0	0.9	0.2	0.0	0.0	10.4
Asheboro City	228	88.0	12.3	15.4	23.7	22.4	14.9	3.5	2.6	0.4	0.9	0.0	0.0	3.9
Richmond County	519	85.6	21.4	14.5	25.8	14.1	9.8	3.3	1.2	0.6	0.2	0.0	0.0	9.2
Robeson County	1411	79.1	19.9	12.0	22.6	12.4	8.5	2.6	0.9	0.2	0.2	0.0	0.0	20.6

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English II School System Results: 1991-92

School System	Number Tested	Partic-ipation	Percent Scoring: 1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	Other
Rockingham County	215	87.0	25.6	12.1	29.3	6.5	14.4	0.5	0.9	0.0	0.0	0.0	0.0	10.7
Eden City	306	96.8	15.7	9.2	19.6	14.7	17.3	8.2	3.3	0.7	0.3	0.3	0.0	10.8
West Rockingham	222	84.7	21.6	14.9	18.9	8.1	15.8	2.3	5.9	0.5	0.0	0.0	0.0	12.2
Reidsville City	196	82.7	17.9	9.7	18.9	12.8	11.7	3.6	3.1	0.5	0.0	0.0	0.0	21.9
Rowan County	979	83.6	25.8	16.5	17.9	11.0	7.0	3.2	2.0	0.6	0.5	0.2	0.0	15.1
Rutherford County	658	84.3	30.7	8.1	26.4	4.7	13.7	0.9	2.9	0.2	0.5	0.0	0.0	12.0
Sampson County	436	88.1	20.9	14.0	28.0	11.7	13.3	3.2	2.3	0.0	0.0	0.0	0.0	6.7
Clinton City	168	88.9	22.0	13.1	17.3	16.1	11.3	4.8	2.4	0.0	0.0	0.0	0.0	13.1
Scotland County	473	82.0	28.5	15.6	16.9	9.5	7.0	3.4	1.5	0.2	0.2	0.0	0.0	17.1
Stanly County	397	82.7	11.8	7.3	25.2	16.9	19.6	2.8	3.0	0.3	0.3	0.0	0.0	12.8
Albemarle City	123	89.1	4.1	4.9	17.1	17.9	26.0	16.3	7.3	3.3	0.8	0.0	0.0	2.4
Stokes County	422	91.5	18.5	11.8	23.0	14.9	11.8	4.0	2.8	0.0	0.2	0.0	0.0	12.8
Surry County	526	86.1	10.8	12.2	22.2	17.9	15.6	6.3	4.2	0.6	0.2	0.0	0.0	10.1
Elkin City	64	106.7	10.9	9.4	12.5	21.9	18.8	12.5	4.7	1.6	1.6	0.0	0.0	6.3
Mount Airy City	120	82.8	3.3	6.7	16.7	13.3	24.2	17.5	10.0	2.5	4.2	0.0	0.0	1.7
Swain County	124	108.8	12.1	16.1	27.4	15.3	14.5	2.4	0.8	0.0	0.0	0.0	0.0	11.3
Transylvania County	270	86.5	29.6	13.0	23.3	9.6	10.4	3.7	1.1	0.7	0.0	0.0	0.0	8.5
Tyrrell County	53	91.4	28.3	3.8	47.2	7.5	7.5	0.0	0.0	0.0	0.0	0.0	0.0	5.7
Union County	875	91.4	21.4	14.7	25.9	7.5	12.0	1.8	3.2	0.0	0.2	0.0	0.0	13.1
Monroe City	169	83.7	16.6	11.8	17.2	14.2	20.7	4.7	2.4	0.0	0.0	0.0	0.0	12.4
Vance County	474	85.4	32.1	21.7	11.6	10.1	5.7	3.2	1.7	0.4	0.2	0.0	0.0	13.3
Wake County	4095	93.7	13.0	9.0	22.0	12.3	18.3	7.4	6.2	2.2	1.6	0.1	0.1	7.9
Warren County	181	84.2	30.4	18.2	26.5	9.4	3.3	0.6	0.0	0.0	0.0	0.0	0.0	11.6
Washington County	203	95.3	15.8	20.2	25.6	12.3	10.8	2.5	1.5	1.0	0.0	0.0	0.0	10.3
Watauga County	315	94.3	8.6	6.0	26.0	15.6	20.3	7.9	9.2	0.0	1.0	0.0	0.0	5.4
Wayne County	1221	91.2	22.2	15.3	20.7	12.5	12.8	4.3	1.3	0.6	0.2	0.0	0.0	10.0
Wilkes County	648	84.5	25.8	17.9	19.3	10.6	11.3	2.0	1.7	0.3	0.8	0.0	0.0	10.3
Wilson County	676	80.7	22.3	13.6	28.0	11.1	10.7	2.5	0.9	0.3	0.3	0.0	0.0	10.4
Yadkin County	320	88.4	19.4	9.4	29.7	11.3	16.6	3.4	3.1	0.3	0.0	0.3	0.0	6.6
Yancey County	172	85.1	16.9	15.7	18.6	19.8	13.4	4.7	3.5	0.6	0.0	0.0	0.0	7.0
State	69582	88.7	19.7	12.9	22.0	12.2	13.4	4.3	3.1	0.8	0.6	0.0	0.0	11.0

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

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Geometry Common Proof School System Results: 1991-92

School System	Number Tested	Percent Scoring: 0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Alamance County	439	1.8	4.1	25.3	15.5	20.5	6.8	10.0	4.6	11.4
Burlington City	406	5.9	5.2	30.0	11.8	18.5	4.2	8.4	2.0	14.0
Alexander County	164	4.3	4.9	27.4	12.2	11.6	9.1	11.6	3.7	15.2
Alleghany County	58	0.0	0.0	19.0	5.2	27.6	19.0	6.9	6.9	15.5
Anson County	153	2.0	9.2	39.2	10.5	19.0	3.3	2.6	3.3	11.1
Ashe County	163	1.2	1.2	9.8	6.7	19.0	5.5	16.0	6.7	33.7
Avery County	76	0.0	5.3	30.3	21.1	15.8	3.9	2.6	6.6	14.5
Beaufort County	170	2.4	2.9	29.4	14.7	13.5	9.4	8.8	10.0	8.8
Washington City	199	0.5	2.0	32.7	15.1	15.6	9.0	9.0	9.0	7.0
Bertie County	93	0.0	0.0	2.2	0.0	18.3	16.1	15.1	4.3	44.1
Bladen County	224	1.3	3.1	40.2	16.5	13.4	6.7	10.7	1.8	6.3
Brunswick County	356	2.0	3.1	24.7	16.0	20.5	11.0	9.3	3.7	9.8
Buncombe County	988	4.0	4.1	31.8	13.9	15.8	6.8	7.2	4.1	12.2
Asheville City	253	1.6	5.1	29.6	15.4	14.6	9.9	7.9	3.2	12.6
Burke County	560	2.5	4.1	24.5	14.6	20.0	7.0	8.9	5.0	13.4
Cabarrus County	557	2.0	1.4	22.4	13.1	18.9	7.5	13.5	5.9	15.3
Kannapolis City	147	7.5	5.4	37.4	15.0	13.6	9.5	8.2	3.4	0.0
Caldwell County	328	2.7	4.9	29.3	11.6	14.9	8.8	14.9	3.4	9.5
Camden County	26	0.0	0.0	0.0	7.7	15.4	11.5	15.4	7.7	42.3
Carteret County	334	1.8	0.3	29.6	12.6	15.6	6.0	15.0	8.4	10.8
Caswell County	144	0.0	4.9	31.3	12.5	20.8	2.8	2.8	0.7	24.3
Catawba County	487	1.6	1.4	22.6	14.8	19.7	9.4	11.5	3.5	15.4
Hickory City	200	1.0	5.0	25.0	13.0	14.0	5.5	11.0	3.5	22.0
Newton City	119	2.5	1.7	22.7	10.9	12.6	7.6	27.7	4.2	10.1
Chatham County	269	5.9	1.9	33.5	11.5	16.7	6.7	5.2	2.2	16.4
Cherokee County	168	0.0	0.6	11.3	6.5	19.0	15.5	29.8	8.3	8.9
Chowan County	134	0.7	0.7	11.2	9.0	35.8	9.0	5.2	3.0	25.4
Clay County	45	2.2	4.4	20.0	8.9	13.3	4.4	6.7	4.4	35.6
Cleveland County	279	2.2	2.9	30.1	16.5	16.8	2.5	8.6	4.3	16.1
Kings Mountain City	135	3.0	6.7	30.4	15.6	11.9	5.2	14.1	3.0	10.4
Shelby City	123	4.9	3.3	25.2	9.8	14.6	1.6	5.7	3.3	31.7
Columbus County	231	1.3	3.0	31.6	13.0	19.5	9.1	7.4	2.2	13.0
Whiteville City	276	1.4	0.7	15.2	18.1	21.0	5.8	7.6	2.2	27.9

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

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Geometry Common Proof School System Results: 1991-92

School System	Number Tested	Percent Scoring: 0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Craven County	635	1.7	3.1	28.2	11.3	20.3	5.0	11.8	5.2	13.2
Cumberland County	2326	7.4	5.2	36.4	14.1	16.3	5.8	6.7	2.5	5.5
Currituck County	111	0.9	0.0	10.8	15.3	30.6	6.3	12.6	2.7	20.7
Dare County	146	0.7	0.7	8.9	6.8	10.3	2.7	8.9	2.7	58.2
Davidson County	707	4.0	5.2	31.8	16.7	15.8	5.1	8.2	2.8	10.3
Lexington City	109	4.6	2.8	22.9	7.3	22.0	4.6	5.5	1.8	28.4
Thomasville City	85	3.5	5.9	37.6	10.6	16.5	4.7	10.6	5.9	4.7
Davie County	234	2.1	2.1	24.4	11.5	15.8	8.1	12.4	7.7	15.8
Duplin County	344	4.4	4.9	24.1	15.7	20.1	7.8	4.9	3.2	14.8
Durham County	1293	7.4	3.6	2.8	9.9	12.6	6.2	10.4	4.2	17.2
Edgecombe County	211	1.4	0.9	18.5	10.4	22.3	5.7	6.6	5.7	28.4
Tarboro City	137	10.2	8.8	33.6	12.4	12.4	8.8	5.1	0.7	8.0
Forsyth County	1559	3.4	4.6	21.6	12.4	16.9	7.8	13.6	4.7	14.9
Franklin County	192	3.6	6.8	30.7	14.1	17.2	7.3	8.9	4.2	7.3
Franklinton City	36	19.4	8.3	38.9	11.1	8.3	11.1	2.8	0.0	0.0
Gaston County	1295	3.7	4.2	32.5	15.7	15.1	5.3	11.6	3.1	8.9
Gates County	68	1.5	2.9	29.4	5.9	19.1	5.9	5.9	2.9	26.5
Graham County	55	12.7	5.5	40.0	12.7	14.5	5.5	3.6	0.0	5.5
Granville County	307	2.9	2.3	36.8	16.0	15.0	3.9	12.7	1.6	8.8
Greene County	115	0.0	6.1	36.5	14.8	13.0	5.2	9.6	3.5	11.3
Guilford County	1357	3.0	3.3	22.8	13.3	16.9	6.5	11.3	5.6	17.4
Greensboro City	956	8.8	6.4	28.0	11.6	12.6	5.3	7.0	3.3	16.9
High Point City	353	1.1	3.7	26.6	17.3	19.8	6.2	6.8	3.4	15.0
Halifax County	151	13.9	5.3	55.6	13.9	4.6	2.0	2.0	1.3	1.3
Roanoke Rapids City	103	0.0	0.0	12.6	9.7	21.4	6.8	12.6	5.8	31.1
Weldon City	43	4.7	23.3	37.2	9.3	14.0	4.7	2.3	0.0	4.7
Harnett County	406	0.2	2.0	17.7	12.3	20.0	8.1	15.0	3.0	21.7
Haywood County	319	0.6	2.8	21.6	12.9	16.9	15.4	16.3	7.8	5.6
Henderson County	335	0.9	3.3	18.5	12.5	21.5	6.6	10.7	6.0	20.0
Hendersonville City	94	1.1	0.0	14.9	10.6	22.3	6.4	5.3	5.3	34.0
Hertford County	250	14.0	10.0	55.2	8.0	5.2	0.8	3.6	1.2	2.0
Hoke County	177	4.0	15.3	32.2	14.1	18.1	3.4	4.5	3.4	5.1
Hyde County	50	0.0	12.0	42.0	16.0	18.0	4.0	6.0	2.0	0.0

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

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Geometry Common Proof School System Results: 1991-92

School System	Number Tested	Percent Scoring: 0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Iredell County	537	2.8	2.4	27.0	14.7	17.9	7.6	7.4	4.3	15.8
Mooresville City	165	1.2	1.8	10.3	6.1	13.9	7.3	14.5	5.5	39.4
Jackson County	166	3.6	1.8	38.0	18.1	14.5	6.0	4.2	2.4	11.4
Johnston County	629	1.3	5.1	30.2	15.3	19.6	5.2	6.5	2.9	14.0
Jones County	62	0.0	1.6	25.8	11.3	19.4	8.1	9.7	8.1	16.1
Lee County	371	2.7	0.8	20.2	12.7	18.3	5.1	10.2	5.4	24.5
Lenoir County	466	4.1	6.6	38.4	12.9	15.9	5.2	7.3	3.2	6.4
Lincoln County	305	5.6	5.9	30.5	11.1	12.5	6.2	8.2	3.0	17.0
Macon County	159	0.0	1.9	18.9	10.7	17.6	6.3	8.8	5.0	30.8
Madison County	94	1.1	6.4	30.9	12.8	11.7	6.4	9.6	6.4	14.9
Martin County	269	6.7	5.9	34.6	10.0	17.1	3.3	4.8	1.9	15.6
McDowell County	276	3.3	6.2	30.4	16.7	19.2	7.2	9.4	2.2	5.4
Mecklenburg County	3309	3.6	4.2	29.4	14.6	15.7	7.5	10.0	4.2	10.8
Mitchell County	103	6.8	4.9	49.5	4.9	11.7	5.8	9.7	2.9	3.9
Montgomery County	149	3.4	2.7	45.6	6.0	18.1	8.7	8.7	3.4	3.4
Moore County	420	2.6	4.0	30.5	14.0	18.3	6.9	9.5	6.0	8.1
Nash County	759	2.5	4.2	32.3	12.9	18.4	7.1	8.2	4.7	9.6
New Hanover County	895	2.7	3.0	25.0	11.7	15.2	6.6	10.5	6.1	19.1
Northampton County	93	1.1	2.2	26.9	17.2	18.3	4.8	17.2	4.3	1.1
Onslow County	673	0.9	3.6	29.9	11.7	18.9	8.5	13.1	4.0	9.5
Orange County	222	4.1	6.3	27.9	9.0	11.3	2.7	7.2	6.3	25.2
Chapel Hill City	403	0.0	0.5	7.2	6.7	13.4	7.4	17.1	6.9	40.7
Pamlico County	111	8.1	5.4	37.8	17.1	11.7	5.4	9.0	1.8	3.6
Pasquotank County	210	0.5	1.9	14.8	11.4	20.0	6.7	7.1	4.8	32.9
Pender County	190	8.4	2.6	37.9	11.6	16.3	3.2	7.4	2.6	10.0
Perquimans County	102	1.0	0.0	17.6	5.9	17.6	2.0	15.7	2.0	38.2
Person County	247	1.2	2.8	29.1	16.2	21.1	4.5	10.1	6.1	8.9
Pitt County	738	7.9	6.0	30.6	14.5	14.1	5.8	5.7	2.3	13.1
Polk County	49	0.0	0.0	14.3	20.4	22.4	6.1	4.1	4.1	28.6
Randolph County	472	1.1	2.1	23.5	12.9	23.5	6.4	7.2	4.4	18.9
Asheboro City	157	3.2	3.2	25.5	13.4	12.7	5.1	6.4	7.6	22.9
Richmond County	225	1.3	6.7	27.6	11.1	16.4	6.2	12.9	5.8	12.0
Robeson County	818	8.1	9.9	38.1	14.7	10.6	4.8	5.5	2.4	5.9

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

Geometry Common Proof School System Results: 1991-92

School System	Number Tested	Percent Scoring: 0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Rockingham County	135	0.0	4.4	20.7	11.1	17.8	4.4	3.7	3.7	34.1
Eden City	201	3.0	4.5	24.9	7.0	14.4	5.0	10.4	5.5	25.4
West. Rockingham	134	0.7	2.2	18.7	14.2	19.4	8.2	17.2	7.5	11.9
Reidsville City	164	1.8	5.5	34.8	13.4	18.3	6.7	9.1	1.8	8.5
Rowan County	708	4.1	4.9	33.6	10.7	16.5	6.1	6.5	4.5	13.0
Rutherford County	390	1.5	1.8	28.5	15.9	19.0	7.9	14.1	3.6	7.7
Sampson County	298	6.0	4.4	45.0	11.7	14.8	4.0	4.4	0.0	9.7
Clinton City	181	13.8	11.6	45.3	11.0	10.5	2.2	3.9	0.0	1.7
Scotland County	460	2.0	5.4	30.2	15.0	14.3	7.8	10.9	3.9	10.2
Stanly County	294	2.0	4.1	33.7	10.5	24.1	6.1	11.6	2.7	5.1
Albemarle City	101	6.9	4.0	39.6	13.9	11.9	7.9	10.9	2.0	3.0
Stokes County	239	4.6	6.7	33.1	13.4	17.2	7.5	4.6	3.3	9.6
Surry County	270	1.5	0.7	24.8	14.8	20.7	5.2	10.0	4.1	18.1
Elkin City	63	1.6	1.6	19.0	7.9	25.4	4.8	25.4	4.8	9.5
Mount Airy City	103	3.9	1.9	24.3	9.7	12.6	10.7	12.6	3.9	20.4
Swain County	62	12.9	4.8	37.1	24.2	12.9	3.2	3.2	0.0	1.6
Transylvania County	193	6.2	7.8	34.7	15.5	10.4	2.6	11.9	1.0	9.8
Tyrrell County	40	0.0	0.0	17.5	5.0	15.0	17.5	15.0	7.5	22.5
Union County	557	4.3	3.4	30.9	14.9	17.2	7.4	11.1	4.3	6.5
Monroe City	88	0.0	2.3	35.2	18.2	14.8	10.2	8.0	3.4	8.0
Vance County	334	2.1	6.3	34.1	13.5	18.3	4.8	5.7	1.5	13.8
Wake County	2993	1.4	1.9	15.3	9.5	17.9	7.5	10.6	6.3	29.6
Warren County	102	7.8	10.8	32.4	12.7	9.8	8.8	4.9	4.9	7.8
Washington County	128	1.6	1.6	20.3	25.0	18.0	8.6	7.0	4.7	13.3
Watauga County	193	2.6	1.6	19.7	18.1	17.1	7.3	16.1	6.2	11.4
Wayne County	834	4.8	7.7	31.7	13.2	16.4	5.0	8.0	2.9	10.3
Wilkes County	434	1.6	4.1	22.8	17.1	15.9	9.2	9.2	8.5	11.5
Wilson County	419	1.2	3.3	23.6	12.6	24.3	6.9	6.4	2.6	18.9
Yadkin County	246	1.6	4.5	21.1	7.3	18.7	9.8	7.3	5.7	24.0
Yancey County	83	1.2	3.6	10.8	7.2	18.1	4.8	15.7	1.2	37.3

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates).

Multiple-Choice School System Results: 1991-92

	Algebra I							Geometry						
	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 89-90	Percent 10th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Alamance County	578	72.7	67.1	37.7	62.9	45.7	39.3	432	57.2	59.7	40.3	67.2	38.5	36.5
Burlington City	437	90.5	82.5	40.6	67.7	61.3	56.1	405	82.8	93.3	38.3	63.8	52.8	46.8
Alexander County	251	62.1	64.4	41.8	69.6	43.3	41.5	163	48.2	50.9	38.8	64.7	31.2	28.7
Alleghany County	84	67.7	63.6	41.5	69.1	46.8	44.0	59	46.5	48.0	41.2	68.7	31.9	30.3
Anson County	222	61.7	65.9	37.3	62.2	38.4	35.1	156	45.0	45.3	34.4	57.3	25.8	21.8
Ashe County	209	72.8	68.3	42.9	71.5	52.0	50.3	161	60.1	68.8	43.1	71.8	43.1	41.5
Avery County	119	58.0	59.8	41.3	68.8	40.0	36.6	74	37.8	42.0	35.6	59.4	22.4	20.0
Beaufort County	249	70.1	65.5	40.9	68.2	47.8	45.1	170	51.4	48.7	36.8	61.4	31.5	28.2
Washington City	243	75.2	64.3	40.6	67.7	50.9	48.0	195	62.7	75.3	40.1	66.9	41.9	40.0
Bertie County	221	74.7	58.9	39.9	66.5	49.7	46.7	92	32.1	32.3	41.0	68.3	21.9	21.7
Bladen County	392	80.7	73.0	36.1	60.2	48.5	38.4	219	55.4	58.2	34.9	58.1	32.2	29.1
Brunswick County	491	77.9	69.8	36.5	60.8	47.4	41.0	349	56.7	55.5	36.5	60.8	34.5	30.8
Buncombe County	1443	86.8	78.4	42.3	70.4	61.1	55.2	1004	64.7	67.3	41.5	69.2	44.7	42.5
Asheville City	297	101.0	89.5	34.0	56.6	57.2	39.1	247	79.2	88.5	39.5	65.8	52.1	47.4
Burke County	735	75.8	76.3	38.9	64.8	49.1	44.6	554	63.1	69.2	39.2	65.3	41.2	38.1
Cabarrus County	760	76.5	75.8	43.9	73.1	56.0	54.1	577	63.5	67.8	43.2	72.0	45.7	44.8
Kannapolis City	220	73.1	71.7	40.0	66.7	48.8	45.2	149	50.3	58.9	36.0	60.1	30.2	27.2
Caldwell County	680	74.2	67.6	40.6	67.6	50.2	45.3	328	38.7	49.3	39.5	65.9	25.5	23.6
Camden County	52	62.7	55.3	44.0	73.3	45.9	45.0	25	37.9	36.2	42.1	70.2	26.6	25.5
Carteret County	497	81.5	73.5	42.5	70.8	57.7	52.6	332	55.8	59.5	40.9	68.1	38.0	36.6
Caswell County	205	72.4	70.2	37.8	63.0	45.6	40.9	141	51.3	55.3	35.9	59.8	30.7	28.3
Catawba County	710	71.1	70.5	46.0	76.7	54.6	53.0	488	50.9	54.5	44.2	73.6	37.5	36.8
Hickory City	232	76.1	68.0	42.8	71.3	54.2	50.7	195	59.6	68.4	42.0	70.1	41.8	39.6
Newton City	171	68.7	64.8	40.7	67.8	46.6	43.9	118	52.7	64.1	40.5	67.5	35.5	34.3
Chatham County	289	66.0	58.9	39.6	66.0	43.6	39.0	253	62.6	66.1	39.5	65.8	41.2	39.2
Cherokee County	180	64.1	60.8	46.0	76.7	49.1	47.8	170	55.0	60.5	40.9	68.1	37.5	35.9
Chowan County	135	58.7	55.1	39.2	65.4	38.4	36.4	136	88.3	80.0	40.2	66.9	59.1	56.9
Clay County	94	87.0	82.5	43.7	72.8	63.4	58.7	45	55.6	55.6	46.6	77.6	43.1	43.1
Cleveland County	563	91.7	82.2	36.7	61.2	56.1	46.3	279	44.6	48.8	39.6	66.0	29.4	26.9
Kings Mountain City	232	73.9	66.9	38.5	64.1	47.4	42.5	135	43.5	51.3	38.7	64.5	28.1	26.4
Shelby City	166	63.6	61.0	39.6	66.0	42.0	39.2	120	50.2	58.3	38.1	63.5	31.9	29.0
Columbus County	344	56.9	55.0	42.4	70.6	40.2	38.1	227	39.4	40.6	37.0	61.7	24.3	22.7
Whiteville City	188	78.3	72.0	37.8	63.1	49.4	43.6	131	68.2	68.6	37.2	61.9	42.3	37.4

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Algebra I							Geometry						
	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 89-90	Percent 10th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Craven County	880	84.1	75.3	41.4	69.0	58.0	54.3	618	61.9	65.5	39.7	66.2	41.0	38.4
Cumberland County	3240	101.0	99.2	37.2	62.0	62.6	51.2	2291	74.2	68.1	35.6	59.3	44.0	38.3
Currituck County	143	76.9	65.9	44.6	74.4	57.2	56.0	109	57.4	63.0	39.5	65.8	37.7	36.7
Dare County	218	96.0	82.3	48.7	81.2	78.0	76.9	146	68.9	67.9	50.5	84.2	58.0	57.6
Davidson County	1024	78.5	76.4	40.6	67.7	53.2	48.8	696	60.2	60.6	39.0	65.0	39.1	36.4
Lexington City	142	63.4	65.4	37.9	63.1	40.0	34.1	113	54.1	69.3	36.5	60.8	32.9	28.5
Thomasville City	126	79.2	75.0	39.7	66.1	52.4	47.0	84	48.0	57.1	38.8	64.6	31.0	29.2
Davie County	344	89.8	94.8	41.2	68.7	61.7	55.4	230	57.6	62.7	40.0	66.6	38.4	37.2
Duplin County	479	77.9	72.2	38.1	63.4	49.4	43.4	338	60.1	65.1	36.1	60.1	36.2	32.6
Durham County	1716	89.7	76.0	39.5	65.8	59.0	51.9	1321	71.8	73.7	38.3	63.9	45.9	40.6
Edgecombe County	250	60.2	51.8	39.3	65.5	39.4	36.3	216	55.8	56.1	39.0	65.0	36.3	33.7
Tarboro City	167	61.9	61.9	41.5	69.2	42.8	39.2	138	58.0	66.0	34.1	56.8	32.9	27.7
Forsyth County	2419	94.0	84.4	42.1	70.1	65.9	60.6	1531	59.9	60.2	39.6	66.1	39.5	36.1
Franklin County	278	80.1	71.5	39.5	65.8	52.7	47.8	194	59.7	64.5	37.3	62.1	37.1	35.2
Franklinton City	93	104.5	100.0	35.6	59.3	62.0	51.3	38	38.8	44.7	33.2	55.4	21.5	19.2
Gaston County	1709	76.4	77.7	40.4	67.3	51.4	46.6	1272	57.2	60.3	38.8	64.7	37.0	33.9
Gates County	74	67.3	60.7	42.5	70.9	47.7	44.4	69	60.5	65.7	39.3	65.4	39.6	38.5
Graham County	84	82.4	77.1	33.6	56.0	46.1	34.1	56	58.9	59.6	37.2	62.0	36.6	32.0
Granville County	433	89.1	76.9	37.7	62.9	56.0	49.0	304	64.3	77.7	38.1	63.5	40.8	38.0
Greene County	136	67.3	60.2	41.7	69.6	46.8	44.4	115	48.5	56.1	38.2	63.7	30.9	28.7
Guilford County	1906	102.0	96.4	43.1	71.8	73.2	68.8	1325	74.1	74.6	41.2	68.7	50.9	48.3
Greensboro City	1229	82.5	78.8	40.4	67.3	55.5	50.3	962	64.9	67.7	38.1	63.5	41.2	35.8
High Point City	422	72.3	70.2	40.1	66.9	48.3	44.0	348	62.5	75.7	38.6	64.4	40.2	37.9
Halifax County	285	60.1	51.7	32.8	54.7	32.9	23.6	161	34.3	38.9	27.6	46.0	15.8	9.8
Roanoke Rapids City	195	90.7	97.5	41.8	69.7	63.2	58.3	103	49.0	52.3	41.6	69.3	34.0	33.0
Weldon City	96	109.1	83.5	27.3	45.5	49.7	23.8	43	42.2	48.3	27.4	45.6	19.2	11.2
Harnett County	591	67.0	64.4	39.6	65.9	44.2	40.9	408	45.6	51.9	39.1	65.2	29.8	27.9
Haywood County	463	91.0	89.2	40.4	67.4	61.3	54.0	317	54.3	59.8	42.7	71.2	38.7	37.2
Henderson County	417	63.2	65.0	43.6	72.7	46.0	43.6	308	46.0	49.6	41.4	69.0	31.8	30.7
Hendersonville City	136	124.8	112.4	41.8	69.6	86.9	78.5	95	73.1	62.1	45.2	75.3	55.0	53.3
Hertford County	249	82.7	69.6	35.2	58.6	48.5	37.6	247	76.2	85.8	28.2	47.0	35.8	21.8
Hoke County	287	80.2	68.3	40.4	67.3	54.0	50.6	174	48.2	50.6	34.5	57.5	27.7	24.2
Hyde County	44	63.8	61.1	39.6	66.1	42.1	36.4	50	75.8	79.4	33.6	56.0	42.4	39.0

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

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Multiple-Choice School System Results: 1991-92

	Algebra I							Geometry						
	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Score	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 89-90	Percent 10th Grade 91-92	Average Score	Percent Correct	Yield	Effective Yield
Iredell County	755	72.0	69.8	38.9	64.8	46.7	40.4	509	54.5	57.3	38.7	64.6	35.2	32.1
Mooresville City	187	93.5	87.4	41.4	69.1	64.6	62.5	164	84.1	80.4	44.5	74.2	62.4	61.7
Jackson County	255	98.8	96.6	40.9	68.2	67.4	60.2	172	59.9	68.0	39.2	65.3	39.1	35.7
Johnston County	966	82.6	78.5	39.6	66.1	54.6	49.0	612	55.5	58.8	37.9	63.2	35.1	32.8
Jones County	97	75.8	80.8	35.6	59.4	45.0	39.0	63	52.1	56.3	36.2	60.3	31.4	28.9
Lee County	529	89.2	92.3	38.3	63.9	57.0	49.5	360	66.2	71.6	37.2	62.0	41.0	36.6
Lenoir County	607	73.7	66.6	39.5	65.8	48.5	44.7	456	54.5	61.1	35.3	58.9	32.1	28.0
Lincoln County	460	70.7	63.2	39.9	66.5	47.0	43.9	301	45.8	53.6	37.9	63.1	28.9	26.3
Macon County	233	93.2	82.3	42.5	70.8	65.9	62.5	162	73.0	71.4	43.0	71.6	52.3	51.0
Madison County	158	67.8	65.8	37.0	61.7	41.8	33.9	95	45.7	51.4	37.1	61.8	28.2	25.0
Martin County	295	77.2	65.8	38.1	63.6	49.1	43.6	269	71.4	79.4	36.0	59.9	42.8	36.7
McDowell County	369	78.8	77.2	36.6	61.0	48.1	42.0	271	59.3	65.0	34.9	58.1	34.5	31.2
Mecklenburg County	4432	83.7	84.1	41.4	69.0	57.7	52.1	3278	63.2	62.1	40.6	67.6	42.7	39.8
Mitchell County	165	89.7	85.1	36.9	61.4	55.1	47.1	100	53.2	62.5	36.2	60.3	32.1	29.2
Montgomery County	336	100.0	93.9	34.0	56.6	56.6	37.1	150	48.2	49.5	38.5	64.1	30.9	28.4
Moore County	538	77.3	72.0	39.0	65.1	50.3	44.7	406	58.6	62.7	39.2	65.4	38.3	35.6
Nash County	916	68.0	71.3	39.4	65.7	44.7	39.9	721	56.6	57.9	37.7	62.8	35.5	33.4
New Hanover County	1187	81.9	74.0	40.4	67.3	55.1	51.2	818	61.3	58.1	40.1	66.8	41.0	38.1
Northampton County	175	57.6	59.1	39.7	66.1	38.0	34.8	92	33.6	36.2	36.8	61.3	20.6	19.3
Onslow County	1006	78.5	69.6	43.2	72.0	56.6	54.4	672	55.4	57.9	39.8	66.3	36.7	34.8
Orange County	262	64.9	60.4	41.9	69.8	45.3	41.8	227	58.1	64.1	34.2	56.9	33.0	27.7
Chapel Hill City	479	106.9	95.4	46.7	77.9	83.3	80.8	410	104.9	105.1	46.2	76.9	80.7	78.9
Pamlico County	132	77.6	71.4	41.6	69.4	53.9	51.0	110	72.8	72.8	37.5	62.5	45.5	42.6
Pasquotank County	262	65.3	62.1	41.7	69.5	45.4	42.8	211	56.6	64.5	38.3	63.9	36.1	34.1
Pender County	265	70.5	63.1	39.7	66.1	46.6	42.7	184	49.1	51.8	36.6	60.9	29.9	26.3
Perquimans County	136	89.5	82.4	36.9	61.5	55.1	42.9	103	82.4	86.6	40.3	67.2	55.4	53.8
Person County	440	102.1	105.8	37.3	62.2	63.5	53.2	245	60.2	62.2	39.1	65.2	39.2	37.9
Pitt County	1086	81.9	76.5	42.9	71.6	58.6	57.0	721	56.8	62.3	39.8	66.4	37.7	35.8
Polk County	174	122.5	113.0	38.0	63.4	77.6	70.5	49	33.1	39.5	41.9	69.9	23.1	23.1
Randolph County	630	58.6	54.2	43.3	72.2	42.3	41.1	457	47.3	54.5	38.6	64.3	30.4	28.9
Asheboro City	236	93.7	86.1	39.9	66.6	62.3	56.5	145	56.0	62.0	39.6	66.0	37.0	35.7
Richmond County	413	69.3	70.0	37.6	62.6	43.4	36.3	221	36.5	36.1	36.1	60.2	22.0	19.7
Robeson County	1309	70.0	64.4	35.9	59.8	41.9	33.1	813	45.6	50.1	32.9	54.9	25.0	19.4

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

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Multiple-Choice School System Results: 1991-92

	Algebra I							Geometry						
	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 89-90	Percent 10th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Rockingham County	247	82.9	76.9	39.9	66.6	55.2	49.6	139	56.3	61.8	36.2	60.4	34.0	29.8
Eden City	237	76.2	75.5	42.9	71.5	54.5	51.5	188	59.5	60.5	40.6	67.6	40.2	37.7
West. Rockingham	218	85.2	81.0	40.3	67.2	57.2	52.5	128	48.9	52.0	41.5	69.2	33.8	32.2
Reidsville City	339	107.6	111.9	33.0	55.0	59.2	43.1	161	67.9	73.5	39.0	64.9	44.1	42.2
Rowan County	904	68.3	63.4	40.3	67.2	45.9	41.3	678	57.9	66.0	38.1	63.5	36.7	33.2
Rutherford County	645	83.2	81.3	37.3	62.1	51.7	43.7	393	50.3	55.2	37.6	62.7	31.5	28.4
Sampson County	428	79.7	73.0	40.0	66.7	53.1	47.3	295	59.6	65.8	33.4	55.7	33.2	26.4
Clinton City	209	118.1	104.0	33.2	55.4	65.4	42.9	184	97.4	106.4	31.9	53.1	51.7	38.5
Scotland County	442	79.6	69.1	36.7	61.2	48.7	41.1	453	78.5	96.8	37.4	62.4	49.0	43.9
Stanly County	501	99.0	97.5	39.4	65.6	65.0	56.4	297	61.9	68.9	37.9	63.1	39.0	36.9
Albemarle City	152	97.4	82.6	38.8	64.7	63.1	56.0	103	74.6	79.8	37.7	62.8	46.8	42.7
Stokes County	305	61.2	60.8	37.1	61.8	37.8	31.4	241	52.3	56.0	35.1	58.5	30.6	26.5
Surry County	388	58.3	56.3	41.2	68.7	40.1	38.7	270	44.2	49.5	39.3	65.5	29.0	27.5
Elkin City	70	75.3	73.7	44.6	74.3	55.9	55.1	63	105.0	100.0	42.9	71.5	75.1	73.9
Mount Airy City	134	95.7	87.6	39.6	66.0	63.1	58.9	103	71.0	78.0	37.3	62.2	44.2	40.7
Swain County	120	89.6	76.4	36.2	60.3	54.0	47.3	62	54.4	50.0	36.9	61.6	33.5	30.2
Transylvania County	232	79.5	71.8	39.5	65.8	52.3	45.3	196	62.8	70.8	38.2	63.6	40.0	35.7
Tyrrell County	63	157.5	150.0	41.8	69.6	109.7	99.2	39	67.2	73.6	52.3	87.1	58.6	58.6
Union County	794	77.3	69.0	43.4	72.3	55.9	53.9	569	59.5	64.4	40.9	68.2	40.5	39.1
Monroe City	118	56.5	56.5	40.8	67.9	38.3	34.8	85	42.1	45.5	39.3	65.5	27.5	25.6
Vance County	469	82.3	72.3	35.0	58.3	48.0	37.8	324	58.4	69.8	35.3	58.8	34.3	29.8
Wake County	4530	98.8	90.7	45.8	76.3	75.4	72.6	3103	71.0	73.2	44.3	73.8	52.4	50.8
Warren County	197	76.4	65.7	33.8	56.3	43.0	30.4	102	47.4	49.3	33.2	55.3	26.2	21.9
Washington County	229	96.6	91.6	35.8	59.7	57.7	48.1	131	61.5	62.7	36.6	61.0	37.5	34.1
Watauga County	229	61.9	60.4	44.9	74.8	46.3	45.1	192	57.5	57.3	43.4	72.3	41.5	39.8
Wayne County	1160	83.4	80.3	38.1	63.5	53.0	43.9	834	62.3	65.6	37.5	62.6	39.0	34.8
Wilkes County	556	71.4	68.6	37.1	61.8	44.1	39.2	430	56.1	63.9	37.3	62.1	34.8	33.4
Wilson County	621	71.9	60.3	43.5	72.5	52.1	50.3	419	50.0	57.3	41.2	68.7	34.3	32.9
Yadkin County	294	85.0	81.2	38.6	64.3	54.7	48.0	244	67.4	67.8	39.9	66.5	44.8	41.3
Yancey County	139	76.4	73.2	41.4	69.0	52.7	50.0	81	40.1	42.9	43.7	72.8	29.2	28.8

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Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Algebra II							ELP						
	Number Tested	Percent 8th Grade 88 89	Percent 11th Grade 91 92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 90 91	Percent 9th Grade 91 92	Average Core	Percent Correct	Yield	Effective Yield
Alamance County	345	45.3	52.2	38.5	68.8	31.2	29.5	780	98.1	90.6	43.4	64.7	63.5	58.8
Burlington City	319	63.7	77.1	39.2	70.0	44.5	42.4	472	97.7	89.1	45.2	67.5	66.0	60.6
Alexander County	145	37.1	47.1	37.5	67.0	24.9	22.5	373	92.3	95.6	41.0	61.2	56.5	49.8
Alleghany County	42	33.6	37.8	40.6	72.5	24.4	24.4	124	100.0	93.9	43.1	64.3	64.3	57.0
Anson County	142	33.6	40.9	33.9	60.6	20.4	17.2	363	100.8	107.7	36.7	54.8	55.3	42.3
Ashe County	137	48.1	58.5	40.9	73.0	35.1	31.0	263	91.6	85.9	42.8	63.8	58.5	53.1
Avery County	71	37.2	48.0	37.4	66.9	24.9	21.4	181	88.3	91.0	47.5	70.9	62.6	59.8
Beaufort County	88	26.5	35.5	35.1	62.7	16.6	14.2	364	102.5	95.8	38.7	57.8	59.2	48.3
Washington City	105	34.7	42.2	35.8	64.0	22.2	19.4	318	98.5	84.1	42.3	63.1	62.2	55.3
Bertie County	86	27.7	38.7	37.9	67.7	18.8	18.3	240	81.1	64.0	44.0	65.7	53.3	51.3
Bladen County	179	42.9	49.6	34.1	60.9	26.1	21.8	494	101.6	92.0	41.5	62.0	63.0	56.0
Brunswick County	257	39.5	45.2	31.6	56.4	22.3	16.5	648	102.9	92.2	41.8	62.4	64.2	56.3
Buncombe County	843	50.4	60.1	40.0	71.4	35.9	33.0	1750	105.2	95.1	45.5	68.0	71.5	67.0
Asheville City	175	56.1	74.8	35.6	63.6	35.7	26.7	342	116.3	103.0	44.1	65.8	76.5	66.9
Burke County	429	42.3	53.8	37.5	66.9	28.3	25.8	1033	106.5	107.3	41.0	61.1	65.1	56.2
Cabarrus County	484	51.7	62.1	40.8	72.8	37.7	35.2	845	85.1	84.3	46.6	69.6	59.2	56.3
Kannapolis City	133	39.5	54.7	31.0	55.3	21.8	16.1	300	99.7	97.7	36.6	54.6	54.4	40.4
Caldwell County	254	28.3	43.2	36.1	64.5	18.2	15.5	828	90.4	82.3	44.0	65.7	59.4	52.6
Camden County	62	76.5	84.9	36.4	65.1	49.8	45.8	85	102.4	90.4	41.7	62.2	63.7	56.9
Carteret County	258	43.4	53.3	41.5	74.1	32.1	30.7	602	98.7	89.1	43.5	64.9	64.0	60.2
Caswell County	109	35.5	44.3	30.1	53.7	19.1	13.6	281	99.3	96.2	41.0	61.1	60.7	52.0
Catawba County	486	50.0	56.2	39.0	69.7	34.8	32.0	940	94.2	93.3	43.0	64.2	60.5	55.7
Hickory City	200	60.4	72.7	39.5	70.5	42.6	40.0	278	91.1	81.5	46.7	69.8	63.6	58.6
Newton City	116	47.0	60.7	34.9	62.3	29.3	24.7	253	101.6	95.8	42.6	63.6	64.6	58.8
Chatham County	192	49.1	60.8	39.8	71.0	34.9	32.7	425	97.0	86.6	42.3	63.1	61.2	55.7
Cherokee County	133	43.6	58.3	40.5	72.3	31.5	29.6	289	102.8	97.6	45.5	67.9	69.8	65.5
Chowan County	84	42.2	51.2	41.8	74.6	31.5	30.0	247	107.4	100.8	37.5	56.0	60.1	47.4
Clay County	43	48.9	55.8	37.1	66.3	32.4	27.1	105	97.2	92.1	45.4	67.8	65.9	62.8
Cleveland County	271	39.6	47.8	36.2	64.6	25.6	21.9	636	103.6	92.8	39.3	58.6	60.7	50.4
Kings Mountain City	95	27.5	33.9	39.0	69.6	19.1	17.9	317	101.0	91.4	40.4	60.4	60.9	54.0
Shelby City	148	59.7	71.5	38.0	67.9	40.5	37.5	213	81.6	78.3	48.3	72.1	58.8	56.4
Columbus County	173	27.5	34.2	35.1	62.7	17.2	14.1	583	96.4	93.3	40.0	59.7	57.5	50.5
Whiteville City	95	48.0	58.3	37.9	67.7	32.5	30.1	228	95.0	87.4	43.7	65.2	61.9	57.6

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Algebra II							ELP						
	Number Tested	Percent 8th Grade 88 89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Craven County	480	48.3	60.5	37.7	67.4	32.5	29.1	1280	122.4	109.6	44.6	66.6	81.5	75.0
Cumberland County	1656	53.5	59.6	35.2	62.8	33.6	27.5	3441	107.2	105.4	42.3	63.2	67.7	60.8
Currituck County	61	41.5	43.6	43.2	77.2	32.0	32.0	174	93.5	80.2	47.3	70.5	66.0	63.3
Dare County	137	61.4	73.3	46.4	82.8	50.9	50.1	254	111.9	95.8	49.0	73.2	81.9	80.9
Davidson County	569	47.5	54.3	35.9	64.2	30.5	26.0	1260	96.6	94.0	43.4	64.8	62.5	57.0
Lexington City	125	57.6	79.1	30.2	54.0	31.1	21.2	188	83.9	86.6	40.7	60.8	51.0	46.7
Thomasville City	62	39.7	46.6	37.6	67.2	26.7	23.3	152	95.6	90.5	41.0	61.2	58.5	52.3
Davie County	160	44.1	52.3	39.7	70.9	31.2	29.5	353	92.2	97.2	42.8	63.9	58.9	52.0
Duplin County	230	40.0	48.0	36.6	65.4	26.2	22.6	576	93.7	86.9	41.5	61.9	58.0	51.6
Durham County	969	51.0	65.9	37.9	67.6	34.5	29.3	1802	94.2	79.8	41.1	61.3	57.8	48.9
Edgecombe County	121	33.6	44.2	38.0	67.8	22.8	21.1	407	98.1	84.3	44.4	66.2	64.9	59.0
Tarboro City	107	49.8	62.2	36.6	65.3	32.5	27.9	230	85.2	85.2	40.9	61.0	52.0	46.6
Forsyth County	1422	53.2	59.2	39.7	70.9	37.7	33.9	2413	93.7	84.2	45.2	67.5	63.3	58.5
Franklin County	153	42.0	60.0	34.6	61.7	26.0	21.2	351	101.2	90.2	40.3	60.2	60.9	52.2
Franklinton City	53	45.7	58.9	27.7	49.5	22.6	14.5	84	94.4	90.3	37.5	56.0	52.9	43.4
Gaston County	910	37.2	47.0	37.6	67.2	25.0	21.9	2291	102.5	104.1	41.4	61.7	63.3	54.0
Gates County	53	39.6	48.2	42.4	75.6	29.9	29.4	127	115.5	104.1	40.4	60.3	69.6	59.2
Graham County	59	56.2	68.6	33.2	59.2	33.3	26.5	112	109.8	102.8	38.8	58.0	63.6	48.9
Granville County	212	41.7	51.8	36.6	65.3	27.2	22.9	487	100.2	86.5	39.1	58.4	58.5	49.5
Greene County	67	25.9	35.6	40.8	72.8	18.8	18.6	200	99.0	88.5	43.0	64.2	63.6	57.2
Guilford County	1118	61.4	67.4	39.9	71.2	43.7	40.4	1895	101.4	95.8	45.3	67.6	68.6	64.7
Greensboro City	795	55.1	67.5	35.9	64.1	35.3	29.2	1379	92.6	88.4	44.1	65.7	60.8	55.0
High Point City	276	48.7	59.2	37.9	67.6	32.9	29.7	565	96.7	94.0	40.4	60.3	58.3	49.8
Halifax County	172	35.5	45.3	28.1	50.3	17.8	11.0	361	76.2	65.5	38.3	57.1	43.5	37.8
Roanoke Rapids City	95	47.5	57.2	37.2	66.5	31.6	26.3	217	100.9	108.5	47.2	70.4	71.1	65.5
Weldon City	52	47.3	91.2	27.8	49.7	23.5	12.2	100	113.6	87.0	33.5	50.0	56.8	42.0
Harnett County	314	34.8	43.5	38.8	69.3	24.1	22.6	872	98.9	95.0	42.6	63.6	62.9	55.7
Haywood County	246	42.3	49.5	39.9	71.3	30.2	27.9	537	105.5	103.5	44.4	66.3	69.9	62.2
Henderson County	261	38.5	45.7	41.1	73.4	28.3	27.4	606	91.8	94.4	44.5	66.4	61.0	56.2
Hendersonville City	100	101.0	91.7	38.4	68.6	69.3	63.8	125	114.7	103.3	52.4	78.2	89.7	87.6
Hertford County	132	42.2	52.2	34.6	61.9	26.1	23.3	351	116.6	98.0	39.1	58.3	68.0	55.2
Hoke County	119	29.7	41.2	38.3	68.5	20.3	18.8	346	96.6	82.4	38.4	57.3	55.4	45.9
Hyde County	26	33.3	42.6	35.0	62.6	20.9	18.4	19	27.5	26.4	40.4	60.3	16.6	16.6

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Algebra II							ELP						
	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Iredell County	432	41.9	52.9	36.8	65.7	27.6	23.5	1007	96.0	93.1	42.3	63.2	60.7	54.7
Mooresville City	74	39.2	45.7	40.0	71.4	28.0	25.7	213	106.5	99.5	44.7	66.7	71.0	66.3
Jackson County	145	47.1	62.2	39.4	70.4	33.2	30.0	232	89.9	87.9	45.9	68.5	61.6	56.8
Johnston County	501	42.0	50.0	36.9	65.9	27.6	25.3	1270	108.6	103.3	41.5	62.0	67.3	60.1
Jones County	44	31.7	44.9	30.4	54.3	17.2	13.3	177	138.3	147.5	39.0	58.2	80.5	69.1
Lee County	226	40.5	55.0	33.4	59.7	24.2	20.2	551	92.9	96.2	43.0	64.2	59.7	53.4
Lenoir County	316	35.5	42.9	40.0	71.4	25.4	24.7	775	94.1	85.0	40.6	60.6	57.0	49.9
Lincoln County	303	44.8	53.3	38.6	68.8	30.8	28.6	615	94.5	84.5	41.1	61.3	57.9	51.7
Macon County	84	31.5	39.6	39.0	69.7	21.9	21.7	235	94.0	83.0	45.6	68.1	64.0	61.0
Madison County	95	43.8	55.6	40.8	72.9	31.9	28.2	217	93.1	90.4	43.2	64.5	60.1	51.0
Martin County	225	62.0	74.0	33.0	58.8	36.5	27.9	385	100.8	85.9	40.2	60.0	60.5	52.4
McDowell County	200	37.2	46.8	35.2	62.9	23.4	20.1	471	100.6	98.5	40.1	59.9	60.3	50.8
Mecklenburg County	2628	47.9	57.7	40.0	71.4	34.2	31.6	4192	79.2	79.5	41.8	62.3	49.4	43.0
Mitchell County	45	31.0	36.3	33.0	59.0	18.3	16.3	184	100.0	94.8	41.9	62.6	62.6	55.5
Montgomery County	121	37.1	49.4	36.3	64.8	24.0	19.3	306	91.1	85.5	44.6	66.6	60.6	57.1
Moore County	271	38.8	45.9	38.9	69.5	27.0	24.8	693	99.6	92.8	41.6	62.1	61.8	54.7
Nash County	465	33.6	44.0	40.7	72.7	24.5	22.9	1323	98.1	103.0	40.1	59.9	58.8	48.5
New Hanover County	740	51.9	64.6	37.8	67.5	35.0	31.4	1476	101.8	92.0	44.9	67.0	68.3	63.2
Northampton County	131	44.0	66.8	31.2	55.7	24.5	18.1	271	89.1	91.6	37.0	55.3	49.3	40.0
Onslow County	550	47.4	54.5	39.0	69.7	33.0	31.0	1414	110.4	97.9	43.7	65.3	72.1	66.6
Orange County	173	45.3	66.0	37.5	66.9	30.3	27.1	388	96.0	89.4	42.4	63.2	60.7	54.5
Chapel Hill City	340	78.9	82.9	47.6	85.1	67.1	66.7	532	118.8	106.0	48.5	72.5	86.0	81.8
Pamlico County	58	40.8	47.5	36.8	65.6	26.8	23.6	173	101.8	93.5	41.0	61.2	62.3	55.4
Pasquotank County	146	38.1	47.1	37.5	67.0	25.5	23.2	206	51.4	48.8	44.0	65.7	33.8	30.5
Pender County	144	40.7	50.5	30.0	53.5	21.8	14.5	382	101.6	91.0	39.2	58.6	59.5	49.1
Perquimans County	68	50.0	65.4	38.4	68.6	34.3	32.8	154	101.3	93.3	39.9	59.6	60.4	53.3
Person County	196	45.6	55.4	40.1	71.6	32.6	31.0	375	87.0	90.1	43.7	65.3	56.8	51.7
Pitt County	583	45.4	53.9	40.3	72.0	32.7	31.1	1270	95.8	89.5	42.6	63.6	60.9	55.1
Polk County	62	35.6	55.9	39.3	70.2	25.0	23.4	165	116.2	107.1	42.0	62.8	72.9	65.0
Randolph County	333	32.3	43.4	39.9	71.3	23.0	21.6	1037	96.5	89.2	44.4	66.3	64.0	59.3
Asheboro City	160	64.8	84.7	37.5	67.0	43.4	41.2	255	101.2	93.1	45.5	67.9	68.7	63.9
Richmond County	255	38.8	56.7	32.7	58.4	22.6	18.1	541	90.8	91.7	39.7	59.2	53.7	43.3
Robeson County	631	34.1	48.8	33.1	59.1	20.2	16.2	1744	93.3	85.7	36.3	54.2	50.6	39.1

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Algebra II							ELP						
	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Rockingham County	77	29.1	35.8	36.5	65.2	19.0	15.8	302	101.3	94.1	40.5	60.4	61.2	52.5
Eden City	135	43.3	51.5	36.9	65.8	28.5	24.7	321	103.2	102.2	40.7	60.8	62.8	54.7
West. Rockingham	113	41.7	50.7	43.0	76.9	32.1	30.1	9	3.5	3.3	51.8	77.3	2.7	2.7
Reidsville City	105	38.2	51.7	35.1	62.7	23.9	18.5	237	75.2	78.2	40.4	60.3	45.4	41.2
Rowan County	657	51.8	65.9	36.4	65.0	33.7	29.4	1259	95.2	88.4	42.3	63.1	60.1	53.8
Rutherford County	316	40.3	50.8	38.4	68.5	27.6	25.3	751	96.9	94.7	41.4	61.8	59.9	51.0
Sampson County	207	36.9	42.4	34.3	61.2	22.6	18.5	515	95.9	87.9	42.3	63.1	60.5	56.3
Clinton City	89	45.6	53.3	29.6	52.8	24.1	15.7	183	103.4	91.0	46.3	69.1	71.4	67.1
Scotland County	44	7.7	9.8	30.8	55.1	4.2	3.2	542	97.7	84.7	40.4	60.3	58.8	49.3
Stanly County	224	46.6	58.6	37.2	66.4	30.9	27.7	483	95.5	94.0	45.3	67.6	64.5	60.9
Albemarle City	93	61.6	64.6	39.8	71.0	43.7	40.0	163	104.5	88.6	41.4	61.8	64.6	58.6
Stokes County	175	32.8	44.2	34.6	61.7	20.2	16.8	513	103.0	102.2	41.5	62.0	63.9	56.5
Surry County	250	42.5	51.4	36.8	65.6	27.9	24.7	678	102.0	98.4	42.6	63.6	64.8	59.6
Elkin City	49	70.0	80.3	42.5	75.8	53.1	52.0	100	107.5	105.3	46.3	69.2	74.4	72.1
Mount Airy City	88	56.8	62.9	35.0	62.5	35.5	31.0	143	102.1	93.5	46.6	69.6	71.1	66.6
Swain County	67	53.2	53.2	35.7	63.7	33.9	28.8	84	62.7	53.5	49.1	73.3	46.0	45.4
Transylvania County	154	47.8	55.8	36.5	65.2	31.2	26.7	296	101.4	91.6	44.0	65.7	66.6	62.1
Tyrrell County	20	35.7	44.4	42.1	75.1	26.8	25.5	44	110.0	104.8	44.2	66.0	72.6	69.3
Union County	407	41.2	48.4	40.1	71.7	29.6	27.6	1022	99.5	88.9	45.5	67.9	67.6	63.9
Monroe City	85	37.3	50.9	39.5	70.5	26.3	24.7	214	102.4	102.4	42.2	63.0	64.5	58.2
Vance County	181	33.0	45.8	32.8	58.6	19.3	15.6	540	94.7	83.2	39.4	58.8	55.7	45.8
Wake County	2973	66.4	74.0	43.4	77.6	51.5	50.1	4588	100.1	91.9	47.2	70.5	70.5	66.3
Warren County	77	30.3	37.0	34.1	61.0	18.5	15.6	262	101.6	87.3	39.7	59.3	60.2	51.3
Washington County	126	56.8	69.2	34.5	61.6	35.0	27.7	253	106.8	101.2	38.4	57.4	61.2	48.9
Watauga County	158	51.6	62.5	47.0	84.0	43.4	42.8	346	93.5	91.3	45.5	67.9	63.5	59.3
Wayne County	636	45.9	56.5	35.2	62.8	28.8	24.0	1381	99.3	95.6	41.4	61.8	61.4	53.0
Wilkes County	293	36.1	46.4	35.8	64.0	23.1	19.9	771	99.0	95.2	41.9	62.5	61.9	55.2
Wilson County	350	39.1	50.2	40.0	71.4	28.0	26.0	829	95.9	80.6	42.2	63.0	60.4	54.3
Yadkin County	212	52.6	63.3	36.7	65.5	34.4	30.5	335	96.8	92.5	45.0	67.2	65.1	62.3
Yancey County	104	46.6	56.5	34.8	62.1	28.9	22.3	165	90.7	86.8	42.4	63.3	57.4	52.6

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

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Multiple-Choice School System Results: 1991-92

	Biology							Chemistry						
	Number Tested	Percent 8th Grade 89-90	Percent 10th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Alamance County	765	101.3	105.7	40.7	61.6	62.4	57.7	336	44.2	50.8	39.1	65.1	28.8	27.8
Burlington City	416	85.1	95.9	44.3	67.1	57.1	55.7	221	44.1	53.4	38.7	64.5	28.4	26.8
Alexander County	266	78.7	83.1	41.6	63.0	49.6	46.6	119	30.4	38.6	35.2	58.6	17.8	15.7
Alleghany County	91	71.7	74.0	43.3	65.7	47.0	45.5	28	22.4	25.2	39.1	65.2	14.6	13.6
Anson County	321	92.5	93.3	34.1	51.7	47.9	36.4	108	25.6	31.1	33.5	55.8	14.3	12.3
Ashe County	228	85.1	97.4	43.4	65.8	55.9	54.5	90	31.6	38.5	41.0	68.3	21.6	21.3
Avery County	163	83.2	92.6	43.3	65.6	54.6	51.5	57	29.8	38.5	38.7	64.5	19.2	18.9
Beaufort County	334	100.9	95.7	38.8	58.7	59.3	52.9	100	30.1	40.3	38.5	64.2	19.3	18.4
Washington City	288	92.6	111.2	40.0	60.6	56.1	49.7	158	52.1	63.5	41.3	68.9	35.9	35.0
Bertie County	234	81.5	82.1	35.5	53.7	43.8	36.9	60	19.4	27.0	40.2	67.0	13.0	12.8
Bladen County	330	83.5	87.8	39.5	59.9	50.0	47.1	179	42.9	49.6	38.7	64.5	27.7	25.1
Brunswick County	519	84.4	82.5	38.8	58.7	49.6	44.2	286	44.0	50.3	35.5	59.2	26.0	23.0
Buncombe County	1444	93.0	96.8	43.5	65.8	61.3	57.8	743	44.4	53.0	40.0	66.6	29.6	28.3
Asheville City	433	138.8	155.2	45.2	68.5	95.1	89.6	140	44.9	59.8	34.4	57.3	25.7	21.9
Burke County	776	88.4	96.9	41.9	63.5	56.1	53.0	324	31.9	40.7	42.2	70.4	22.5	21.9
Cabarrus County	833	91.6	97.9	44.0	66.7	61.1	59.7	451	48.2	57.9	41.4	69.1	33.3	32.8
Kannapolis City	244	82.4	96.4	36.2	54.9	45.3	39.0	120	35.6	49.4	44.2	73.6	26.2	26.0
Caldwell County	628	74.1	94.4	41.3	62.6	46.4	43.2	206	22.9	35.0	40.1	66.9	15.3	15.0
Camden County	69	104.5	100.0	39.7	60.2	62.9	54.7	46	56.8	63.0	33.3	55.4	31.5	26.7
Carteret County	478	80.3	85.7	41.5	62.8	50.5	45.9	221	37.1	45.7	42.0	70.1	26.0	25.3
Caswell County	255	92.7	100.0	39.6	60.0	55.7	51.1	110	35.8	44.7	36.2	60.4	21.6	19.7
Catawba County	1109	115.8	123.8	42.6	64.5	74.6	71.5	377	38.8	43.6	40.9	68.1	26.4	25.6
Hickory City	218	66.7	76.5	44.0	66.6	44.4	40.9	180	54.4	65.5	41.6	69.3	37.7	36.9
Newton City	146	65.2	79.3	42.7	64.7	42.1	39.8	78	31.6	40.8	44.1	73.4	23.2	22.9
Chatham County	380	94.1	99.2	40.6	61.6	57.9	53.4	144	36.8	45.6	39.2	65.4	24.1	23.1
Cherokee County	188	60.8	66.9	45.5	69.0	42.0	41.3	122	40.0	53.5	41.4	69.0	27.6	27.4
Chowan County	167	108.4	98.2	43.5	66.0	71.5	66.0	86	43.2	52.4	38.2	63.7	27.5	26.6
Clay County	67	82.7	82.7	41.2	62.5	51.7	48.6	38	43.2	49.4	37.8	62.9	27.2	26.5
Cleveland County	545	87.1	95.3	39.1	59.2	51.6	44.3	343	50.1	60.5	38.5	64.1	32.2	30.1
Kings Mountain City	279	90.0	106.1	42.7	64.8	58.3	54.3	119	34.4	42.5	45.5	75.9	26.1	25.9
Shelby City	234	97.9	113.6	44.8	67.9	66.5	64.5	136	54.8	65.7	37.1	61.8	33.9	30.4
Columbus County	533	92.5	95.3	37.9	57.4	53.1	47.0	209	33.2	41.3	37.4	62.3	20.7	18.9
Whiteville City	179	93.2	93.7	43.4	65.7	61.3	57.5	103	52.0	63.2	41.8	69.6	36.2	35.5

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Biology							Chemistry						
	Number Tested	Percent 8th Grade 89-90	Percent 10th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Craven County	881	88.3	93.4	41.7	63.1	55.7	51.5	336	33.8	42.3	42.1	70.1	23.7	23.1
Cumberland County	3153	102.1	93.7	40.5	61.4	62.7	57.9	1698	54.8	61.1	35.5	59.1	32.4	28.2
Currituck County	181	95.3	104.6	44.8	67.8	64.6	62.1	47	32.0	33.6	43.9	73.2	23.4	23.4
Dare County	192	90.6	89.3	48.9	74.1	67.1	66.1	93	41.7	49.7	43.5	72.5	30.3	29.6
Davidson County	1083	93.7	94.3	41.8	63.4	59.4	55.8	561	46.9	53.6	37.4	62.3	29.2	27.3
Lexington City	160	76.6	98.2	41.5	62.8	48.1	45.4	67	30.9	42.4	42.4	70.7	21.8	20.9
Thomasville City	138	78.9	93.9	39.0	59.1	46.6	41.5	48	30.8	36.1	37.2	61.9	19.1	18.7
Davie County	326	81.7	88.8	42.9	65.0	53.1	51.0	140	38.6	45.8	42.5	70.9	27.3	27.0
Duplin County	501	89.1	96.5	40.3	61.0	54.4	49.6	261	45.4	54.5	37.5	62.4	28.3	26.2
Durham County	1707	92.8	95.3	42.4	64.2	59.6	54.8	974	51.3	66.2	40.5	67.4	34.6	32.4
Edgecombe County	363	93.8	94.3	41.8	63.3	59.4	56.6	156	43.3	56.9	35.8	59.7	25.9	24.0
Tarboro City	209	87.8	100.0	40.3	61.0	53.6	48.2	112	52.1	65.1	37.1	61.8	32.2	29.0
Forsyth County	2395	93.6	94.2	41.6	63.0	59.0	54.0	1111	41.5	46.3	40.6	67.7	28.1	27.4
Franklin County	290	89.2	96.3	41.7	63.2	56.4	53.7	133	36.5	52.2	38.5	64.2	23.4	22.2
Franklinton City	77	78.6	90.6	41.0	62.1	48.8	46.9	19	16.4	21.1	40.1	66.8	10.9	10.9
Gaston County	2021	90.8	95.8	40.1	60.8	55.2	49.7	885	36.2	45.7	38.6	64.4	23.3	22.3
Gates County	110	96.5	104.8	36.2	54.8	52.9	45.6	58	43.3	52.7	37.0	61.7	26.7	24.9
Graham County	51	53.7	54.3	43.2	65.5	35.2	35.2	31	29.5	36.0	36.3	60.5	17.9	16.7
Granville County	380	80.3	97.2	39.8	60.4	48.5	43.5	210	41.3	51.3	38.7	64.6	26.7	24.9
Greene County	227	95.8	110.7	40.4	61.2	58.6	55.5	50	19.3	26.6	40.5	67.5	13.0	13.0
Guilford County	1780	99.6	100.2	43.5	66.0	65.7	62.5	925	50.8	55.8	39.0	65.1	33.0	31.4
Greensboro City	1281	86.4	90.1	40.9	61.9	53.5	49.0	765	53.0	64.9	37.4	62.3	33.0	29.6
High Point City	429	77.0	93.3	42.4	64.2	49.5	45.8	199	35.1	42.7	40.4	67.4	23.6	22.7
Halifax County	404	86.0	97.6	35.3	53.4	45.9	37.1	158	32.6	41.6	32.0	53.4	17.4	14.1
Roanoke Rapids City	153	72.9	77.7	44.3	67.2	49.0	44.5	88	44.0	53.0	44.0	73.4	32.3	32.3
Weldon City	103	101.0	115.7	32.6	49.4	49.9	36.8	32	29.1	56.1	28.0	46.7	13.6	8.1
Harnett County	783	87.6	99.6	40.9	62.0	54.3	48.9	290	32.1	40.2	39.8	66.4	21.3	20.6
Haywood County	531	90.9	100.2	40.1	60.8	55.3	49.8	224	38.6	45.1	37.8	63.0	24.3	23.0
Henderson County	560	83.7	90.2	42.3	64.2	53.7	50.5	214	31.6	37.5	41.0	68.3	21.6	21.1
Hendersonville City	127	97.7	83.0	43.0	65.2	63.7	59.7	71	71.7	65.1	42.9	71.6	51.3	50.6
Hertford County	215	66.4	74.7	40.2	61.0	40.5	38.4	140	44.7	55.3	34.0	56.7	25.4	21.6
Hoke County	327	90.6	95.1	38.4	58.2	52.7	48.0	157	39.2	54.3	34.4	57.3	22.4	20.0
Hyde County	50	75.8	79.4	40.3	61.0	46.2	44.4	21	26.9	34.4	35.5	59.2	15.9	15.2

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Biology							Chemistry						
	Number Tested	Percent 8th Grade 89-90	Percent 10th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Iredell County	768	82.2	86.5	39.1	59.3	48.7	43.1	358	34.8	43.9	36.9	61.4	21.3	19.7
Mooresville City	212	108.7	103.9	46.3	70.1	76.2	74.8	114	60.3	70.4	43.4	72.4	43.6	43.3
Jackson County	248	86.4	98.0	42.6	64.6	55.8	53.3	102	33.1	43.8	39.1	59.2	19.6	18.7
Johnston County	1000	90.7	96.2	42.6	64.5	58.5	54.9	559	46.8	55.8	37.2	62.0	29.0	27.0
Jones County	116	95.9	103.6	39.9	60.5	58.0	52.0	27	19.4	27.6	36.7	61.1	11.9	11.4
Lee County	424	77.9	84.3	40.6	61.5	47.9	43.7	185	33.2	45.0	42.7	71.2	23.6	23.3
Lenoir County	911	109.0	122.1	39.4	59.7	65.0	57.9	283	31.8	38.5	39.0	65.0	20.7	20.0
Lincoln County	587	89.3	104.4	41.8	63.3	56.5	53.5	234	34.6	41.1	39.6	66.1	22.8	22.1
Macon County	223	100.5	98.2	43.7	66.2	66.5	64.7	82	30.7	38.7	41.2	68.7	21.1	21.1
Madison County	205	98.6	110.8	38.2	57.8	57.0	48.9	78	35.9	45.6	36.7	61.1	22.0	20.8
Martin County	364	96.6	107.4	40.1	60.7	58.6	53.8	172	47.4	56.6	37.2	62.0	29.4	27.0
McDowell County	382	83.6	91.6	41.1	62.3	52.1	49.3	179	33.3	41.9	40.1	66.9	22.2	22.0
Mecklenburg County	4651	89.7	88.1	41.3	62.6	56.2	50.9	2557	46.6	56.1	40.2	67.0	31.2	29.7
Mitchell County	186	98.9	116.3	40.0	60.5	59.9	54.8	28	19.3	22.6	39.3	65.5	12.7	12.7
Montgomery County	281	90.4	92.7	40.3	61.1	55.2	50.5	127	39.0	51.8	39.8	66.4	25.9	25.0
Moore County	665	96.0	102.6	39.8	60.3	57.8	52.9	295	42.2	49.9	38.8	64.7	27.3	25.6
Nash County	1245	97.7	100.0	39.0	59.1	57.7	49.9	497	36.0	47.0	40.0	66.7	24.0	22.9
New Hanover County	1443	108.1	102.4	42.6	64.5	69.8	65.8	736	51.6	64.2	41.5	69.2	35.7	35.1
Northampton County	209	76.3	82.3	36.6	55.4	42.3	35.0	111	37.2	56.6	32.6	54.4	20.2	16.2
Onslow County	1222	100.7	105.3	41.4	62.7	63.2	59.9	472	40.7	46.8	40.7	67.8	27.6	26.7
Orange County	316	80.8	89.3	43.3	65.6	53.1	50.0	145	38.0	55.3	40.0	66.7	25.3	24.6
Chapel Hill City	469	119.9	120.3	48.4	73.4	88.0	85.6	346	80.3	84.4	44.3	73.8	59.2	59.1
Pamlico County	144	95.4	95.4	43.5	65.8	62.8	58.0	52	36.6	42.6	36.3	60.4	22.1	20.8
Pasquotank County	296	79.4	90.5	43.4	65.8	52.2	50.1	102	26.6	32.9	42.2	70.3	18.7	18.7
Pender County	316	84.3	89.0	38.1	57.8	48.7	43.8	145	41.0	50.9	38.5	64.1	26.3	25.5
Perquimans County	122	97.6	102.5	38.2	57.9	56.5	49.1	52	38.2	50.0	40.6	67.7	25.9	24.9
Person County	350	86.0	88.8	43.0	65.2	56.1	53.4	107	24.9	30.2	39.3	65.6	16.3	15.9
Pitt County	1222	96.3	105.6	42.8	64.9	62.5	59.0	611	47.6	56.5	38.2	63.7	30.3	29.4
Polk County	102	68.9	82.3	41.8	63.3	43.6	41.0	67	38.5	60.4	37.9	63.1	24.3	23.2
Randolph County	793	82.0	94.5	41.0	62.1	50.9	48.2	281	27.3	36.6	38.4	64.1	17.5	16.6
Asheboro City	283	109.3	120.9	44.2	67.0	73.2	70.3	120	48.6	63.5	36.8	61.3	29.8	27.5
Richmond County	485	80.0	79.1	42.0	63.6	50.9	48.7	249	37.8	55.3	34.9	58.1	22.0	18.8
Robeson County	1419	79.6	87.4	36.5	55.2	44.0	36.7	791	42.8	61.2	34.3	57.2	24.5	21.3

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Biology							Chemistry						
	Number Tested	Percent 8th Grade 89-90	Percent 10th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Rockingham County	234	94.7	104.0	43.2	65.5	62.1	59.7	95	35.8	44.2	38.3	63.9	22.9	22.2
Eden City	301	95.3	96.8	42.1	63.9	60.8	58.2	164	52.6	62.6	34.5	57.4	30.2	25.4
West. Rockingham	248	94.7	100.8	40.8	61.8	58.5	55.7	123	45.4	55.2	37.8	62.9	28.6	27.6
Reidsville City	195	82.3	89.0	40.7	61.7	50.8	47.9	60	21.8	29.6	37.7	62.8	13.7	12.1
Rowan County	906	77.4	88.1	41.3	62.5	48.4	45.0	562	44.3	56.4	39.3	65.5	29.0	27.9
Rutherford County	675	86.4	94.8	41.4	62.8	54.3	48.9	248	31.6	39.9	40.5	67.5	21.3	20.1
Sampson County	443	89.5	98.9	39.5	59.9	53.6	49.2	227	40.5	46.5	36.5	60.9	24.6	21.1
Clinton City	164	86.8	94.8	36.1	54.7	47.5	39.7	81	41.5	48.5	36.0	60.1	25.0	23.1
Scotland County	507	87.9	108.3	38.4	58.3	51.2	44.9	181	31.7	40.1	38.6	64.3	20.4	19.6
Stanly County	424	88.3	98.4	43.4	65.8	58.1	56.9	249	51.8	65.2	39.7	66.2	34.3	32.9
Albemarle City	175	126.8	135.7	43.0	65.1	82.6	77.4	108	71.5	75.0	37.9	63.1	45.1	43.0
Stokes County	506	109.8	117.7	38.9	58.9	64.7	56.3	176	33.0	44.4	39.5	65.8	21.7	19.6
Surry County	546	89.4	100.2	42.1	63.9	57.1	53.8	291	49.5	59.9	39.0	65.1	32.2	31.5
Elkin City	65	108.3	103.2	42.0	63.7	69.0	62.6	44	62.9	72.1	39.0	65.0	40.9	40.0
Mount Airy City	120	82.8	90.9	42.3	64.1	53.0	50.4	84	54.2	60.0	38.3	63.9	34.6	32.2
Swain County	130	114.0	104.8	40.8	61.8	70.5	64.0	59	46.8	46.8	39.9	66.4	31.1	30.6
Transylvania County	263	84.3	94.9	41.4	62.7	52.9	50.9	89	27.6	32.2	44.4	74.0	20.5	20.5
Tyrrell County	53	91.4	100.0	42.8	64.8	59.2	58.1	29	51.8	64.4	38.7	64.5	33.4	31.1
Union County	895	93.5	101.2	42.6	64.5	60.3	58.0	294	29.8	35.0	43.2	72.0	21.5	21.5
Monroe City	147	72.8	78.6	39.4	59.6	43.4	38.7	72	31.6	43.1	40.8	68.0	21.5	21.5
Vance County	458	82.5	98.7	38.4	58.2	48.0	41.5	231	42.2	58.5	37.0	61.7	26.0	23.7
Wake County	4544	104.0	107.2	45.5	68.9	71.6	69.1	3047	68.0	75.8	42.9	71.5	48.7	47.6
Warren County	204	94.9	98.6	40.4	61.2	58.1	53.2	79	31.1	38.0	36.8	61.4	19.1	17.6
Washington County	205	96.2	98.1	40.4	61.2	58.9	52.0	100	45.0	54.9	37.7	62.9	28.3	26.6
Watauga County	331	99.1	98.8	44.3	67.2	66.6	64.6	96	31.4	37.9	46.7	77.8	24.4	24.4
Wayne County	1202	89.8	94.5	40.3	61.0	54.7	50.4	564	40.7	50.1	37.9	63.2	25.7	23.6
Wilkes County	650	84.7	96.6	41.1	62.3	52.8	49.3	279	34.4	44.2	39.3	65.4	22.5	21.3
Wilson County	679	81.0	92.9	41.8	63.3	51.3	49.0	279	31.2	40.0	40.5	67.6	21.1	20.2
Yadkin County	370	102.2	102.8	43.0	65.1	66.5	63.3	153	38.0	45.7	36.6	61.1	23.2	21.1
Yancey County	185	91.6	97.9	43.2	65.5	60.0	56.4	42	18.8	22.8	45.0	75.1	14.1	14.1

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Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	English I							Physical Science						
	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Alamance County	778	97.9	90.4	66.2	66.2	64.7	57.9	529	66.5	61.4	40.3	59.3	39.5	35.1
Burlington City	468	96.9	88.3	71.6	71.6	69.4	65.6	355	73.5	67.0	45.6	67.0	49.3	46.4
Alexander County	375	92.8	96.2	66.4	66.4	61.6	55.7	376	93.1	96.4	41.3	60.8	56.6	48.9
Alleghany County	123	99.2	93.2	66.6	66.6	66.1	58.0	148	119.4	112.1	42.0	61.8	73.8	62.8
Anson County	306	85.0	90.8	61.2	61.2	52.0	45.4	343	95.3	101.8	36.5	53.6	51.1	40.5
Ashe County	279	97.2	91.2	67.1	67.1	65.2	61.0	274	95.5	89.5	43.1	63.4	60.5	54.6
Avery County	178	86.8	89.4	71.7	71.7	62.2	60.8	156	76.1	78.4	44.4	65.2	49.6	49.3
Beaufort County	347	97.7	91.3	63.5	63.5	62.0	55.8	360	101.4	94.7	38.4	56.5	57.3	47.7
Washington City	309	95.7	81.7	64.6	64.6	61.8	53.8	257	79.6	68.0	38.2	56.2	44.7	38.8
Bertie County	267	90.2	71.2	65.0	65.0	58.6	54.3	314	106.1	83.7	36.7	54.0	57.3	45.6
Bladen County	453	93.2	84.4	63.6	63.6	59.3	53.0	460	94.7	85.7	37.8	55.6	52.6	44.5
Brunswick County	589	93.5	83.8	66.3	66.3	62.0	57.9	570	90.5	81.1	40.1	59.0	53.3	46.7
Buncombe County	1532	92.1	83.2	69.6	69.6	64.1	60.8	1544	92.8	83.9	42.2	62.0	57.6	51.3
Asheville City	264	89.8	79.5	68.7	68.7	61.7	57.7	151	51.4	45.5	31.8	46.7	24.0	17.2
Burke County	961	99.1	99.8	65.2	65.2	64.6	58.2	1002	103.3	104.0	41.2	60.6	62.6	55.7
Cabarrus County	925	93.2	92.3	71.9	71.9	67.0	65.5	840	84.6	83.8	46.9	69.0	58.4	56.0
Kannapolis City	256	85.0	83.4	61.2	61.2	52.0	43.1	269	89.4	87.6	38.1	56.0	50.1	39.1
Caldwell County	826	90.2	82.1	65.4	65.4	59.0	53.1	662	72.3	65.8	41.1	60.5	43.7	38.0
Camden County	84	101.2	89.4	62.3	62.3	63.1	54.1	87	104.8	92.6	35.4	52.1	54.6	42.7
Carteret County	577	94.6	85.4	66.2	66.2	62.6	57.8	491	80.5	72.6	42.0	61.7	49.7	45.1
Caswell County	261	92.2	89.4	60.4	60.4	55.7	47.2	279	98.6	95.5	39.8	58.5	57.7	48.6
Catawba County	882	88.4	87.6	69.0	69.0	61.0	56.2	599	60.0	59.5	43.5	64.0	38.4	35.5
Hickory City	247	81.0	72.4	75.2	75.2	60.9	59.7	262	85.9	76.8	46.8	68.8	59.1	56.2
Newton City	225	90.4	85.2	66.5	66.5	60.1	55.1	224	90.0	84.8	43.2	63.5	57.1	51.7
Chatham County	420	95.9	85.5	63.7	63.7	61.1	54.6	381	87.0	77.6	39.5	58.1	50.5	43.0
Cherokee County	268	95.4	90.5	72.0	72.0	68.6	65.3	280	99.6	94.6	47.4	69.6	69.4	67.4
Chowan County	239	103.9	97.6	61.5	61.5	63.9	53.8	201	87.4	82.0	41.4	60.9	53.2	50.1
Clay County	107	99.1	93.9	71.7	71.7	71.0	67.0	78	72.2	68.4	47.5	69.9	50.5	49.8
Cleveland County	591	96.3	86.3	61.3	61.3	59.0	51.1	503	81.9	73.4	37.1	54.6	44.7	37.3
Kings Mountain City	279	88.9	80.4	66.8	66.8	59.4	56.0	285	90.8	82.1	40.6	59.7	54.2	48.7
Shelby City	219	83.9	80.5	72.1	72.1	60.5	57.4	148	56.7	54.4	40.1	59.0	33.5	27.8
Columbus County	549	90.7	87.8	65.4	65.4	59.4	54.5	621	102.6	99.4	37.8	55.6	57.1	47.8
Whiteville City	205	85.4	78.5	74.1	74.1	63.3	61.4	238	99.2	91.2	42.0	61.7	61.2	55.8

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

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Multiple-Choice School System Results: 1991-92

	English I							Physical Science						
	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Craven County	971	92.8	83.1	67.4	67.4	62.6	58.2	1055	100.9	90.3	42.0	61.8	62.3	55.6
Cumberland County	2961	92.3	90.7	67.8	67.8	62.5	59.1	2534	79.0	77.6	37.6	55.2	43.6	35.9
Currituck County	176	94.6	81.1	67.3	67.3	63.7	60.8	200	107.5	92.2	41.4	60.9	65.5	60.6
Dare County	236	104.0	89.1	71.4	71.4	74.2	70.4	254	111.9	95.8	48.3	71.1	79.5	78.3
Davidson County	1229	94.2	91.6	67.0	67.0	63.1	56.9	1024	78.5	76.4	42.3	62.2	48.8	44.7
Lexington City	189	84.4	87.1	66.2	66.2	55.9	52.3	191	85.3	88.0	41.2	60.5	51.6	44.6
Thomasville City	135	84.9	80.4	65.5	65.5	55.6	51.5	104	65.4	61.9	36.2	53.3	34.8	28.1
Davie County	359	93.7	98.9	70.8	70.8	66.4	62.2	349	91.1	96.1	41.6	61.2	55.7	47.9
Duplin County	546	88.8	82.4	66.8	66.8	59.3	55.5	534	86.8	80.5	38.7	56.9	49.4	42.2
Durham County	1758	91.9	77.9	64.8	64.8	59.6	53.2	1402	73.3	62.1	40.3	59.2	43.4	36.7
Edgecombe County	384	92.5	79.5	65.7	65.7	60.8	57.1	278	67.0	57.6	45.5	66.9	44.8	43.8
Tarboro City	232	85.9	85.9	63.8	63.8	54.8	50.1	269	99.6	99.6	39.3	57.7	57.5	47.0
Forsyth County	2234	86.8	78.0	71.0	71.0	61.6	58.8	1002	38.9	35.0	39.3	57.8	22.5	19.9
Franklin County	315	90.8	81.0	65.5	65.5	59.5	55.1	254	73.2	65.3	44.4	65.2	47.7	44.5
Franklinton City	75	84.3	80.6	61.9	61.9	52.2	47.3	89	100.0	95.7	41.7	61.3	61.3	56.5
Gaston County	2127	95.1	96.7	67.3	67.3	64.0	58.3	2067	92.4	94.0	41.9	61.6	56.9	50.1
Gates County	116	105.5	95.1	64.0	64.0	67.5	60.5	115	104.5	94.3	47.3	69.6	72.7	67.7
Graham County	107	104.9	98.2	64.7	64.7	67.9	58.4	31	30.4	28.4	50.4	74.1	22.5	22.5
Granville County	451	92.8	80.1	65.3	65.3	60.6	54.8	474	97.5	84.2	38.2	56.2	54.8	44.4
Greene County	182	90.1	80.5	65.1	65.1	58.7	54.5	156	77.2	69.0	37.8	55.6	43.0	35.2
Guilford County	1802	96.4	91.1	71.7	71.7	69.1	66.5	1445	77.3	73.1	42.4	62.3	48.2	44.2
Greensboro City	1271	85.3	81.5	68.0	68.0	58.0	54.2	1244	83.5	79.7	42.3	62.3	52.0	45.9
High Point City	517	88.5	86.0	65.8	65.8	58.2	52.9	503	86.1	83.7	41.0	60.3	52.0	44.9
Halifax County	404	85.2	73.3	53.6	53.6	45.7	35.3	419	88.4	76.0	35.7	52.5	46.4	37.0
Roanoke Rapids City	213	99.1	106.5	72.2	72.2	71.5	65.8	195	90.7	97.5	44.7	65.8	59.7	54.8
Weldon City	87	98.9	75.7	62.1	62.1	61.4	58.6	96	109.1	83.5	32.6	47.9	52.3	37.6
Harnett County	784	88.9	85.4	69.5	69.5	61.8	58.1	453	51.4	49.3	42.9	63.2	32.4	29.6
Haywood County	493	96.9	95.0	67.0	67.0	64.9	59.9	477	93.7	91.9	43.1	63.3	59.3	52.7
Henderson County	566	85.8	88.2	69.4	69.4	59.5	56.1	615	93.2	95.8	43.2	63.5	59.2	52.5
Hendersonville City	106	97.2	87.6	72.8	72.8	70.8	68.2							
Hertford County	313	104.0	87.4	59.9	59.9	62.3	52.9	334	111.0	93.3	33.7	49.6	55.0	35.6
Hoke County	316	88.3	75.2	63.7	63.7	56.3	53.6	275	76.8	65.5	34.8	51.2	39.4	30.6
Hyde County	63	91.3	87.5	67.2	67.2	61.3	58.4	71	102.9	98.6	40.3	59.3	61.0	55.0

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

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Multiple-Choice School System Results: 1991-92

	English I							Physical Science						
	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Iredell County	942	89.8	87.1	63.8	63.8	57.3	50.6	929	88.6	85.9	40.8	60.1	53.2	45.2
Mooresville City	183	91.5	85.5	73.5	73.5	67.3	66.9	132	66.0	61.7	40.5	59.6	39.3	35.4
Jackson County	233	90.3	88.3	70.2	70.2	63.4	61.2	221	85.7	83.7	44.4	65.3	55.9	50.6
Johnston County	1076	92.0	87.5	65.4	65.4	60.2	55.1	1047	89.6	85.1	41.6	61.2	54.8	49.1
Jones County	111	86.7	92.5	65.4	65.4	56.7	52.6	112	87.5	93.3	36.5	53.7	47.0	34.4
Lee County	554	93.4	96.7	67.9	67.9	63.4	56.5	552	93.1	96.3	42.2	62.1	57.8	50.3
Lenoir County	765	92.8	83.9	61.8	61.8	57.3	51.1	402	48.8	44.1	38.8	57.0	27.8	24.4
Lincoln County	577	88.6	79.3	66.0	66.0	58.5	53.6	557	85.6	76.5	41.3	60.7	52.0	45.1
Macon County	261	104.4	92.2	68.2	68.2	71.2	64.3	262	104.8	92.6	45.0	66.2	69.4	64.6
Madison County	228	97.9	95.0	61.5	61.5	60.1	49.3	164	70.4	68.3	38.6	56.8	40.0	31.2
Martin County	403	105.5	90.0	65.2	65.2	68.8	65.1	376	98.4	83.9	39.7	58.4	57.5	51.1
McDowell County	432	92.3	90.4	60.2	60.2	55.6	46.3	452	96.6	94.6	39.9	58.6	56.6	48.2
Mecklenburg County	4740	89.5	89.9	66.7	66.7	59.7	53.8	4706	88.9	89.3	42.2	62.1	55.2	47.8
Mitchell County	178	96.7	91.8	67.0	67.0	64.8	56.8	153	83.2	78.9	43.3	63.7	53.0	49.9
Montgomery County	295	87.8	82.4	68.8	68.8	60.4	58.6	201	59.8	56.1	43.2	63.5	38.0	35.9
Moore County	646	92.8	86.5	65.7	65.7	60.9	56.7	524	75.3	70.1	40.2	59.1	44.5	39.2
Nash County	1250	92.7	97.3	63.4	63.4	58.8	51.2	1173	87.0	91.3	36.5	53.7	46.7	35.4
New Hanover County	1379	95.1	86.0	71.1	71.1	67.7	64.5	633	43.7	39.5	42.1	61.9	27.0	25.4
Northampton County	269	88.5	90.9	60.2	60.2	53.3	47.1	238	78.3	80.4	36.8	54.1	42.4	36.3
Onslow County	1229	95.9	85.1	66.2	66.2	63.5	59.4	1018	79.5	70.4	41.3	60.8	48.3	43.3
Orange County	371	91.8	85.5	68.2	68.2	62.7	60.3	382	94.6	88.0	47.0	69.0	65.3	61.9
Chapel Hill City	443	98.9	88.2	75.5	75.5	74.7	71.8	320	71.4	63.7	46.5	68.3	48.8	45.4
Pamlico County	170	100.0	91.9	63.6	63.6	63.6	53.5	120	70.6	64.9	43.6	64.1	45.2	44.5
Pasquotank County	363	90.5	86.0	68.3	68.3	61.8	57.4	396	98.8	93.8	48.8	71.8	70.9	67.3
Pender County	353	93.9	84.0	66.5	66.5	62.4	57.6	387	102.9	92.1	37.7	55.4	57.0	46.5
Perquimans County	156	102.6	94.5	65.2	65.2	66.9	60.9	153	100.7	92.7	41.5	61.0	61.4	55.8
Person County	390	90.5	93.8	65.9	65.9	59.7	54.3	376	87.2	90.4	43.0	63.3	55.2	50.1
Pitt County	1254	94.6	88.4	67.0	67.0	63.3	58.0	1258	94.9	88.7	41.2	60.6	57.5	51.1
Polk County	129	90.8	83.8	72.3	72.3	65.7	64.2	106	74.6	68.8	39.5	58.1	43.4	37.7
Randolph County	1015	94.4	87.3	66.3	66.3	62.6	57.5	751	69.9	64.6	44.7	65.8	45.9	44.0
Asheboro City	231	91.7	84.3	71.2	71.2	65.2	60.1	145	57.5	52.9	40.7	59.8	34.4	29.7
Richmond County	537	90.1	91.0	61.2	61.2	55.2	47.6	494	82.9	83.7	39.4	57.9	48.0	39.0
Robeson County	1616	86.5	79.4	59.1	59.1	51.1	43.1	1727	92.4	84.9	34.6	50.9	47.1	33.3

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	English I							Physical Science						
	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 90-91	Percent 9th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Rockingham County	289	97.0	90.0	63.9	63.9	62.0	56.0	283	95.0	88.2	40.5	59.6	56.6	50.2
Eden City	292	93.9	93.0	64.5	64.5	60.6	54.5	294	94.5	93.6	38.9	57.2	54.1	44.9
West. Rockingham	221	86.3	82.2	67.7	67.7	58.5	55.3	134	52.3	49.8	37.3	54.8	28.7	24.2
Reidsville City	227	72.1	74.9	68.3	68.3	49.2	46.8	214	67.9	70.6	37.6	55.3	37.6	31.8
Rowan County	1137	85.9	79.8	66.2	66.2	56.9	51.6	1042	78.8	73.1	41.5	61.0	48.1	41.8
Rutherford County	694	89.5	87.5	67.1	67.1	60.1	55.3	549	70.8	69.2	45.0	66.2	46.9	43.7
Sampson County	461	85.8	78.7	65.9	65.9	56.5	53.2	493	91.8	84.1	40.4	59.3	54.5	48.0
Clinton City	171	96.6	85.1	67.6	67.6	65.3	62.3	189	106.8	94.0	41.9	61.6	65.8	58.4
Scotland County	506	91.2	79.1	66.3	66.3	60.5	55.8	316	56.9	49.4	40.7	59.9	34.1	31.3
Stanly County	475	93.9	92.4	69.2	69.2	65.0	60.9	372	73.5	72.4	43.7	64.2	47.2	45.0
Albemarle City	160	102.6	87.0	68.9	68.9	70.7	67.2	71	45.5	38.6	38.3	56.4	25.7	23.1
Stokes County	486	97.6	96.8	63.6	63.6	62.1	55.4	367	73.7	73.1	38.0	55.8	41.1	33.6
Surry County	617	92.8	89.6	67.3	67.3	62.5	57.8	328	49.3	47.6	41.1	60.5	29.8	27.6
Elkin City	89	95.7	93.7	73.7	73.7	70.5	68.2	75	80.6	78.9	45.0	66.2	53.4	50.5
Mount Airy City	125	89.3	81.7	75.0	75.0	67.0	65.4	148	105.7	96.7	43.0	63.2	66.8	61.8
Swain County	136	101.5	86.6	71.2	71.2	72.2	70.7	123	91.8	78.3	43.0	63.2	58.1	57.6
Transylvania County	293	100.3	90.7	67.8	67.8	68.1	62.5	230	78.8	71.2	41.9	61.7	48.6	43.9
Tyrrell County	37	92.5	88.1	74.0	74.0	68.5	66.6	47	117.5	111.9	44.4	65.2	76.7	75.0
Union County	948	92.3	82.4	71.1	71.1	65.6	62.1	955	93.0	83.0	43.5	64.0	59.5	55.4
Monroe City	182	87.1	87.1	68.0	68.0	59.2	54.3	196	93.8	93.8	42.7	62.8	58.9	53.8
Vance County	515	90.4	79.4	58.1	58.1	52.5	43.3	484	84.9	74.6	35.3	51.9	44.0	33.1
Wake County	4379	95.5	87.7	71.8	71.8	68.6	64.8	3029	66.1	60.7	42.7	62.8	41.5	37.7
Warren County	261	101.2	87.0	59.6	59.6	60.3	51.8	257	99.6	85.7	39.1	57.6	57.3	50.9
Washington County	212	89.5	84.8	62.2	62.2	55.6	49.6	238	100.4	95.2	35.7	52.5	52.7	40.5
Watauga County	323	87.3	85.2	71.1	71.1	62.1	58.4	294	79.5	77.6	45.9	67.5	53.6	51.4
Wayne County	1289	92.7	89.2	63.8	63.8	59.1	53.4	1350	97.1	93.4	41.4	60.9	59.1	50.5
Wilkes County	697	89.5	86.0	64.3	64.3	57.5	51.4	546	70.1	67.4	38.7	56.9	39.9	33.9
Wilson County	799	92.5	77.6	71.6	71.6	66.2	64.5	834	96.5	81.0	42.3	62.2	60.0	54.5
Yadkin County	316	91.3	87.3	72.9	72.9	66.6	64.9	249	72.0	68.8	39.7	58.3	42.0	36.1
Yancey County	158	86.8	83.2	64.8	64.8	56.3	50.9	167	91.8	87.9	50.5	74.3	68.2	67.8

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Physics							U.S. History						
	Number Tested	Percent 8th Grade 87-88	Percent 12th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Alamance County	95	11.8	14.8	40.6	67.6	8.0	8.0	648	85.2	98.0	44.2	73.6	62.7	59.6
Burlington City	147	33.1	47.0	41.7	69.5	23.0	22.9	391	78.0	94.4	44.3	73.9	57.7	54.6
Alexander County	37	9.7	12.3	41.6	69.4	6.7	6.7	294	75.2	95.5	42.0	70.0	52.7	48.0
Alleghany County	12	9.4	11.9	39.3	65.6	6.2	6.2	94	75.2	84.7	40.6	67.7	50.9	44.9
Anson County	41	10.5	14.1	28.9	48.1	5.1	3.7	427	101.2	123.1	35.7	59.5	60.2	43.7
Ashe County	17	5.5	7.5	38.9	64.8	3.6	3.6	236	82.8	100.9	44.0	73.3	60.7	58.6
Avery County	30	14.0	19.9	33.0	54.9	7.7	7.4	133	69.6	89.9	42.6	71.0	49.5	45.0
Beaufort County	27	7.9	10.0	34.2	57.0	4.5	4.2	236	71.1	95.2	38.9	64.8	46.1	40.0
Washington City	14	5.0	6.2	43.3	72.1	3.6	3.6	240	79.2	96.4	44.0	73.3	58.1	55.4
Bertie County	6	1.7	2.2	42.3	70.6	1.2	1.2	230	74.2	103.6	36.7	61.1	45.4	36.9
Bladen County	42	9.1	11.8	42.4	70.7	6.4	6.4	348	83.5	96.4	40.9	68.1	56.9	51.3
Brunswick County	98	14.0	18.1	35.6	59.4	8.3	7.7	527	81.1	92.6	40.3	67.1	54.4	48.9
Buncombe County	251	15.1	18.7	37.4	62.4	9.4	8.2	1443	86.2	102.9	44.9	74.8	64.5	60.8
Asheville City	51	15.1	19.9	38.0	63.4	9.6	9.0	242	77.6	103.4	41.3	68.8	53.4	49.0
Burke County	121	11.5	16.2	42.1	70.1	8.1	8.1	802	79.0	100.6	41.2	68.6	54.2	49.1
Cabarrus County	137	14.7	18.3	41.6	69.4	10.2	10.2	804	85.9	103.2	44.5	74.2	63.7	61.0
Kannapolis City	36	10.9	15.4	43.8	73.0	7.9	7.9	243	72.1	100.0	38.9	64.9	46.8	41.0
Caldwell County	41	4.3	6.8	40.6	67.6	2.9	2.9	612	68.2	104.1	40.7	67.8	46.2	41.1
Camden County	17	22.7	27.4	28.2	47.1	10.7	8.2	79	97.5	108.2	40.4	67.3	65.7	59.8
Carteret County	66	11.6	15.0	42.6	70.9	8.2	8.2	408	68.6	84.3	42.7	71.1	50.8	45.5
Caswell County	31	10.5	13.1	39.9	66.5	7.0	7.0	259	84.4	105.3	38.7	64.6	54.5	47.7
Catawba County	92	9.2	11.7	35.6	59.3	5.5	5.2	798	82.1	92.3	42.8	71.4	58.6	55.0
Hickory City	38	11.2	16.0	39.6	66.0	7.4	7.0	241	72.8	87.6	45.5	75.8	55.2	52.0
Newton City	31	13.4	19.4	43.1	71.8	9.6	9.6	180	72.9	94.2	41.4	69.0	50.3	47.8
Chatham County	36	9.1	11.3	41.7	69.5	6.3	6.3	319	81.6	100.9	42.5	70.9	57.8	54.8
Cherokee County	34	10.8	13.8	39.1	65.2	7.0	7.0	241	79.0	105.7	44.1	73.6	58.1	55.7
Chowan County	8	4.1	4.7	42.4	70.6	2.9	2.9	154	77.4	93.9	41.9	69.8	54.0	50.2
Clay County	9	8.9	11.3	45.2	75.4	6.7	6.7	79	89.8	102.6	39.9	66.6	59.8	58.2
Cleveland County	61	9.2	12.7	38.2	63.7	5.9	5.6	562	82.2	99.1	42.2	70.4	57.8	52.1
Kings Mountain City	13	4.0	6.5	46.5	77.6	3.1	3.1	267	77.2	95.4	41.3	68.9	53.2	49.8
Shelby City	21	8.3	10.2	43.4	72.4	6.0	6.0	208	83.9	100.5	42.0	70.0	58.7	56.2
Columbus County	33	5.3	6.4	38.9	64.8	3.4	3.4	511	81.2	101.0	40.9	68.2	55.4	50.9
Whiteville City	52	25.7	35.1	34.7	57.8	14.9	14.6	159	80.3	97.5	43.0	71.7	57.5	54.3

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

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Multiple-Choice School System Results: 1991-92

	Physics							U.S. History						
	Number Tested	Percent 8th Grade 87-88	Percent 12th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Craven County	62	6.2	8.1	39.0	65.1	4.0	4.0	777	78.2	97.9	43.1	71.9	56.2	52.8
Cumberland County	323	10.3	12.4	39.0	65.0	6.7	6.3	2798	90.3	100.8	41.1	68.5	61.9	56.0
Currituck County	13	7.3	8.4	40.6	67.7	4.9	4.9	144	98.0	102.9	44.2	73.7	72.2	66.7
Dare County	16	7.6	8.6	42.8	71.3	5.4	5.1	186	83.4	99.5	45.9	76.5	63.8	62.8
Davidson County	233	18.3	23.3	35.9	59.8	10.9	10.5	1001	83.6	95.6	42.1	70.2	58.7	54.6
Lexington City	15	5.9	8.2	36.6	61.0	3.6	3.6	154	71.0	97.5	43.2	72.1	51.1	48.2
Thomasville City	13	7.0	10.9	42.3	70.5	5.0	5.0	128	82.1	96.2	39.7	66.1	54.2	50.4
Davie County	35	9.3	12.5	41.9	69.8	6.5	6.5	289	79.6	94.4	44.3	73.8	58.8	57.6
Duplin County	60	10.2	13.5	39.4	65.7	6.7	6.7	458	79.7	95.6	40.5	67.5	53.8	48.4
Durham County	309	15.9	24.3	41.1	68.5	10.9	10.6	1453	76.5	98.8	43.4	72.4	55.4	51.8
Edgecombe County	54	13.3	17.4	38.9	64.9	8.6	8.6	295	81.9	107.7	41.0	68.4	56.0	53.0
Tarboro City	26	10.1	14.9	34.8	57.9	5.9	5.2	172	80.0	100.0	39.5	65.8	52.7	47.5
Forsyth County	399	14.6	17.1	41.4	69.1	10.1	10.0	2278	85.2	94.9	42.6	71.0	60.5	54.6
Franklin County	35	10.3	12.9	40.4	67.3	6.9	6.7	303	83.2	118.8	39.7	66.2	55.1	49.1
Franklinton City	5	4.6	5.7	44.6	74.3	3.4	3.4	91	78.4	101.1	45.3	75.4	59.2	57.2
Gaston County	313	12.6	18.2	38.0	63.3	7.9	7.7	1817	74.3	93.8	40.9	68.2	50.7	45.4
Gates County	21	17.9	24.4	38.3	63.9	11.5	11.5	115	85.8	104.5	39.4	65.7	56.4	50.5
Graham County	6	6.4	8.0	41.7	69.4	4.4	4.4	94	89.5	109.3	41.9	69.8	62.4	59.1
Granville County	33	6.1	8.3	37.3	62.2	3.8	3.7	363	71.5	88.8	42.3	70.5	50.4	47.3
Greene County	13	6.1	8.6	39.9	66.5	4.1	4.1	190	73.4	101.1	38.4	64.1	47.0	41.6
Guilford County	210	11.8	13.2	38.8	64.7	7.6	7.4	1630	89.5	98.3	44.6	74.3	66.5	63.3
Greensboro City	213	13.7	18.1	40.2	67.0	9.2	8.9	1145	79.3	97.2	43.3	72.2	57.3	52.5
High Point City	48	7.8	13.0	41.1	68.5	5.3	5.3	444	78.3	95.3	40.9	68.2	53.4	48.0
Halifax County	43	8.3	12.6	29.0	48.4	4.0	3.1	386	79.6	101.6	35.2	58.7	46.7	39.0
Roanoke Rapids City	50	26.3	28.6	41.5	69.1	18.2	17.8	156	78.0	94.0	44.1	73.4	57.3	55.4
Weldon City	16	15.7	26.7	22.9	38.1	6.0	2.2	64	58.2	112.3	34.1	56.8	33.1	25.3
Harnett County	49	5.2	7.3	47.2	78.6	4.1	4.1	657	72.8	91.0	43.0	71.6	52.1	47.8
Haywood County	52	8.6	10.4	38.4	64.0	5.5	5.2	511	88.0	102.8	43.4	72.3	63.6	59.7
Henderson County	53	7.8	10.5	41.6	69.3	5.4	5.4	509	75.1	89.1	43.2	71.9	54.0	51.3
Hendersonville City	54	47.0	45.4	41.2	68.7	32.3	32.3	152	153.5	139.4	44.6	74.3	114.1	106.6
Hertford County	27	8.9	11.7	37.1	61.9	5.5	4.9	270	86.3	106.7	35.8	59.7	51.5	39.3
Hoke County	28	6.9	10.8	30.0	50.1	3.4	2.5	294	73.3	101.7	38.0	63.4	46.5	41.4
Hyde County	7	10.9	13.7	33.3	55.5	6.1	6.1	73	93.6	119.7	38.9	64.8	60.6	56.5

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

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Multiple-Choice School System Results: 1991-92

	Physics							U.S. History						
	Number Tested	Percent 8th Grade 87-88	Percent 12th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Iredell County	86	7.8	10.0	32.5	54.2	4.2	3.5	781	75.8	95.7	39.9	66.6	50.5	43.9
Mooresville City	10	6.9	6.9	50.6	84.3	5.9	5.9	158	83.6	97.5	46.1	76.9	64.3	63.1
Jackson County	30	9.6	12.9	41.3	68.9	6.6	6.6	220	71.4	94.4	42.7	71.2	50.8	46.2
Johnston County	175	15.6	20.5	37.1	61.8	9.6	9.4	983	82.3	98.1	41.5	69.1	56.9	51.5
Jones County	19	18.6	22.4	37.9	63.2	11.8	11.8	99	71.2	101.0	39.1	65.2	46.4	41.7
Lee County	36	6.7	9.4	45.8	76.3	5.1	5.1	410	73.5	99.8	41.8	69.7	51.2	45.7
Lenoir County	65	7.4	10.4	37.1	61.8	4.6	4.4	724	81.4	98.4	39.5	65.8	53.6	48.1
Lincoln County	38	5.8	7.9	43.9	73.2	4.2	4.2	564	83.3	99.1	41.9	69.8	58.1	52.2
Macon County	22	8.0	10.1	42.1	70.2	5.6	5.4	232	86.9	109.4	41.6	69.3	60.2	53.4
Madison County	9	3.8	5.2	42.0	70.0	2.7	2.4	172	79.3	100.6	43.2	72.0	57.1	52.1
Martin County	45	10.2	13.6	34.8	58.0	5.9	5.4	325	89.5	106.9	40.5	67.5	60.4	54.8
McDowell County	7	1.2	1.7	41.0	68.3	0.8	0.8	407	75.7	95.3	40.7	67.8	51.3	46.4
Mecklenburg County	705	13.2	17.1	39.6	65.9	8.7	8.4	4228	77.1	92.8	42.1	70.1	54.1	48.5
Mitchell County	17	8.9	13.1	43.0	71.7	6.4	6.4	118	81.4	95.2	44.8	74.7	60.8	58.3
Montgomery County	32	10.1	13.0	37.4	62.3	6.3	6.1	238	73.0	97.1	46.8	78.0	57.0	55.8
Moore County	73	10.9	13.5	36.1	60.1	6.6	6.4	544	77.8	92.0	42.1	70.2	54.6	50.2
Nash County	87	6.8	9.5	40.5	67.5	4.6	4.4	1026	74.2	97.1	41.4	69.1	51.3	47.1
New Hanover County	307	21.3	27.8	41.6	69.3	14.8	14.7	1156	81.1	100.9	45.0	74.9	60.7	57.9
Northampton County	35	11.7	16.6	33.6	56.0	6.5	6.5	182	61.1	92.9	39.1	65.1	39.8	33.4
Onslow County	145	12.4	15.5	35.4	59.0	7.3	6.8	1058	91.1	104.9	40.9	68.1	62.1	56.3
Orange County	57	13.7	20.3	36.2	60.3	8.2	8.2	301	78.8	114.9	44.3	73.9	58.2	54.7
Chapel Hill City	177	49.3	53.0	44.6	74.4	36.7	36.7	350	81.2	85.4	45.9	76.4	62.1	59.9
Pamlico County	10	6.5	8.3	40.2	67.0	4.4	4.4	121	85.2	99.2	39.0	65.1	55.4	48.1
Pasquotank County	14	3.6	4.6	39.7	66.2	2.4	2.4	304	79.4	98.1	41.5	69.1	54.9	50.7
Pender County	54	16.1	20.1	36.3	60.5	9.8	9.6	269	76.0	94.4	41.1	68.5	52.0	48.0
Perquimans County								96	70.6	92.3	37.7	62.8	44.3	36.0
Person County	43	10.5	14.0	33.4	55.7	5.9	5.0	311	72.3	87.9	41.2	68.6	49.6	45.8
Pitt County	195	15.4	19.7	41.7	69.6	10.7	10.7	1070	83.4	99.0	42.6	71.0	59.2	54.5
Polk County	21	12.7	18.8	37.8	62.9	8.0	8.0	115	66.1	103.6	37.4	62.3	41.2	34.7
Randolph County	85	8.0	11.8	36.7	61.1	4.9	4.5	787	76.3	102.5	44.8	74.6	57.0	54.2
Asheboro City	27	10.4	13.9	39.6	66.0	6.9	6.9	191	77.3	101.1	45.2	75.3	58.2	56.4
Richmond County	36	5.0	7.1	35.3	58.8	3.0	2.6	438	66.6	97.3	41.6	69.4	46.2	43.3
Robeson County	104	5.3	8.8	34.0	56.7	3.0	2.8	1299	70.3	100.5	37.8	62.9	44.2	37.9

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Multiple-Choice School System Results: 1991-92

	Physics							U.S. History						
	Number Tested	Percent 8th Grade 87-88	Percent 12th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield	Number Tested	Percent 8th Grade 88-89	Percent 11th Grade 91-92	Average Core	Percent Correct	Yield	Effective Yield
Rockingham County	40	13.1	18.6	39.3	65.4	8.6	7.9	223	84.2	103.7	39.5	65.8	55.4	49.9
Eden City	87	26.9	33.1	35.1	58.5	15.8	14.7	252	80.8	96.2	38.1	63.6	51.3	43.0
West. Rockingham	28	10.4	13.6	39.7	66.2	6.9	6.4	266	98.2	119.3	42.2	70.3	69.0	64.0
Reidsville City	19	6.7	9.3	35.2	58.7	3.9	2.9	201	73.1	99.0	38.9	64.9	47.4	41.3
Rowan County	156	13.0	16.9	39.1	65.2	8.5	8.4	965	76.0	96.8	40.9	68.2	51.8	47.5
Rutherford County	59	7.1	10.1	43.5	72.5	5.2	5.1	596	75.9	95.8	39.7	66.2	50.2	42.5
Sampson County	30	5.6	6.6	41.4	68.9	3.9	3.9	478	85.2	98.0	41.7	69.6	59.3	54.1
Clinton City	31	13.6	17.9	36.4	60.6	8.2	8.2	178	91.3	106.6	41.2	68.6	62.6	57.7
Scotland County	59	10.1	15.2	32.9	54.9	5.5	5.0	446	78.1	98.9	41.9	69.8	54.6	51.2
Stanly County	81	15.8	21.4	38.8	64.6	10.2	10.2	350	72.8	91.6	45.0	75.0	54.5	53.0
Albemarle City	35	25.0	28.9	41.4	69.0	17.2	17.2	159	105.3	110.4	42.7	71.1	74.9	67.4
Stokes County	52	10.3	13.5	35.5	59.2	6.1	6.0	379	71.0	95.7	40.9	68.1	48.3	43.6
Surry County	46	7.3	9.4	39.0	65.0	4.8	4.7	442	75.2	90.9	42.9	71.5	53.7	49.7
Elkin City	18	24.0	23.7	36.1	60.1	14.4	13.6	62	88.6	101.6	46.0	76.6	67.8	67.8
Mount Airy City	52	38.8	51.5	40.8	68.0	26.4	25.9	124	80.0	88.6	42.5	70.8	56.6	53.0
Swain County	11	10.2	12.1	42.3	70.5	7.2	6.5	119	94.4	94.4	40.4	67.4	63.6	57.7
Transylvania County	74	22.0	28.7	40.6	67.7	14.9	14.3	279	86.6	101.1	40.2	67.1	58.1	52.9
Tyrrell County	10	20.8	25.6	34.6	57.7	12.0	12.0	51	91.1	113.3	43.1	71.8	65.4	65.4
Union County	81	9.0	10.5	42.1	70.2	6.3	6.3	787	79.7	93.6	45.8	76.3	60.8	59.2
Monroe City	14	6.4	9.2	34.5	57.5	3.7	3.4	170	74.6	101.8	40.7	67.9	50.6	45.3
Vance County	31	5.8	7.9	38.0	63.3	3.7	3.7	423	77.2	107.1	40.6	67.6	52.2	46.3
Wake County	1299	29.1	34.9	41.1	68.5	20.0	19.1	3833	85.6	95.4	46.8	78.1	66.8	64.6
Warren County	32	13.3	19.4	38.5	64.2	8.5	8.3	189	74.4	90.9	41.4	69.0	51.4	47.3
Washington County	25	11.8	13.9	38.6	64.4	7.6	7.3	192	86.5	105.5	39.1	65.1	56.3	47.8
Watauga County	33	10.1	12.5	48.6	81.1	8.2	8.2	238	77.8	94.1	44.1	73.5	57.1	52.8
Wayne County	207	15.8	19.8	39.2	65.4	10.3	10.1	1054	76.0	93.7	41.7	69.5	52.9	48.2
Wilkes County	32	3.8	5.5	40.1	66.9	2.6	2.6	606	74.7	96.0	42.1	70.1	52.4	48.2
Wilson County	49	5.6	8.1	39.1	65.2	3.6	3.4	669	74.8	96.0	41.9	69.8	52.2	48.6
Yadkin County	23	5.9	7.8	41.4	69.0	4.1	4.1	334	82.9	99.7	42.8	71.3	59.1	54.8
Yancey County	16	7.5	10.5	41.4	69.0	5.2	5.2	175	78.5	95.1	41.2	68.7	53.9	50.2

Note: Participation and scores for this report are based on testing which occurs on the regular schedule (i.e. at the end of the school year or on specified dates.)

Appendix A. Core Score Distributions on the End-of-Corse Tests

Core Score Distribution on the 1992 Algebra I Test

Number of students with valid scores 66,424
Mean 40.4

High Score 60
Low Score 3
Standard Deviation 9.6
Variance 91.6

Percentiles		Core Scores
90		52.65
75		47.64
50	(Median)	41.02
25		33.94
10		27.38

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
60	136	66,424	0.20	100.00
59	326	66,288	0.49	99.80
58	565	65,962	0.85	99.31
57	721	65,397	1.09	98.45
56	1,019	64,676	1.53	97.37
55	1,187	63,657	1.79	95.83
54	1,341	62,470	2.02	94.05
53	1,587	61,129	2.39	92.03
52	1,725	59,542	2.60	89.64
51	1,900	57,817	2.86	87.04
50	2,032	55,917	3.06	84.18
49	2,137	53,885	3.22	81.12
48	2,248	51,748	3.38	77.91
47	2,368	49,500	3.56	74.52
46	2,438	47,132	3.67	70.96
45	2,569	44,694	3.87	67.29
44	2,555	42,125	3.85	63.42
43	2,541	39,570	3.83	59.57
42	2,507	37,029	3.77	55.75
41	2,712	34,522	4.08	51.97
40	2,566	31,810	3.86	47.89
39	2,499	29,244	3.76	44.03
38	2,380	26,745	3.58	40.26
37	2,360	24,365	3.55	36.68
36	2,195	22,005	3.30	33.13
35	2,112	19,810	3.18	29.82
34	1,962	17,698	2.95	26.64
33	1,873	15,736	2.82	23.69
32	1,668	13,863	2.51	20.87
31	1,533	12,195	2.31	18.36
30	1,416	10,662	2.13	16.05
29	1,314	9,246	1.98	13.92
28	1,157	7,932	1.74	11.94
27	1,108	6,775	1.67	10.20
26	936	5,667	1.41	8.53
25	798	4,731	1.20	7.12
24	668	3,933	1.01	5.92
23	581	3,265	0.87	4.92
22	512	2,684	0.77	4.04
21	397	2,172	0.60	3.27
20	371	1,775	0.56	2.67
19	335	1,404	0.50	2.11
Less Than 19	1,069	1,069	1.61	1.61

Core Score Distribution on the 1992 Geometry Test

Number of students
with valid scores 46,623
Mean 39.1

High Score 60
Low Score 8
Standard Deviation 10.1
Variance 101.6

Percentiles		Core Scores
90		52.69
75		46.77
50	(Median)	39.17
25		31.71
10		25.58

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
60	165	46,623	0.35	100.00
59	353	46,458	0.76	99.65
58	481	46,105	1.03	98.89
57	575	45,624	1.23	97.86
56	732	45,049	1.57	96.62
55	743	44,317	1.59	95.05
54	855	43,574	1.83	93.46
53	941	42,719	2.02	91.63
52	1,049	41,778	2.25	89.61
51	1,101	40,729	2.36	87.36
50	1,167	39,628	2.50	85.00
49	1,180	38,461	2.53	82.49
48	1,247	37,281	2.67	79.96
47	1,460	36,034	3.13	77.29
46	1,418	34,574	3.04	74.16
45	1,485	33,156	3.19	71.12
44	1,526	31,671	3.27	67.93
43	1,531	30,145	3.28	64.66
42	1,557	28,614	3.34	61.37
41	1,545	27,057	3.31	58.03
40	1,650	25,512	3.54	54.72
39	1,679	23,862	3.60	51.18
38	1,611	22,183	3.46	47.58
37	1,600	20,572	3.43	44.12
36	1,608	18,972	3.45	40.69
35	1,543	17,364	3.31	37.24
34	1,549	15,821	3.32	33.93
33	1,490	14,272	3.20	30.61
32	1,417	12,782	3.04	27.42
31	1,316	11,365	2.82	24.38
30	1,301	10,049	2.79	21.55
29	1,164	8,748	2.50	18.76
28	1,120	7,584	2.40	16.27
27	959	6,464	2.06	13.86
26	918	5,505	1.97	11.81
25	831	4,587	1.78	9.84
24	733	3,756	1.57	8.06
23	628	3,023	1.35	6.48
22	531	2,395	1.14	5.14
21	434	1,864	0.93	4.00
20	377	1,430	0.81	3.07
19	287	1,053	0.62	2.26
Less Than 19	766	766	1.64	1.64

Core Score Distribution on the 1992 Algebra II Test

Number of students with valid scores 37,221
Mean 38.2

High Score 56
Low Score 5
Standard Deviation 10.9
Variance 117.8

Percentiles		Core Scores
90		52.28
75		47.19
50	(Median)	38.88
25		30.26
10		22.93

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
56	562	37,221	1.51	100.00
55	847	36,659	2.28	98.49
54	1,044	35,812	2.80	96.21
53	1,041	34,768	2.80	93.41
52	1,058	33,727	2.84	90.61
51	1,148	32,669	3.08	87.77
50	1,051	31,521	2.82	84.69
49	1,106	30,470	2.97	81.86
48	1,095	29,364	2.94	78.89
47	1,147	28,269	3.08	75.95
46	1,141	27,122	3.07	72.87
45	1,129	25,981	3.03	69.80
44	1,128	24,852	3.03	66.77
43	1,072	23,724	2.88	63.74
42	1,064	22,652	2.86	60.86
41	1,106	21,588	2.97	58.00
40	1,152	20,482	3.10	55.03
39	1,156	19,330	3.11	51.93
38	1,092	18,174	2.93	48.83
37	1,151	17,082	3.09	45.89
36	1,140	15,931	3.06	42.80
35	1,104	14,791	2.97	39.74
34	1,051	13,687	2.82	36.77
33	1,127	12,636	3.03	33.95
32	998	11,509	2.68	30.92
31	988	10,511	2.65	28.24
30	905	9,523	2.43	25.59
29	896	8,618	2.41	23.15
28	819	7,722	2.20	20.75
27	769	6,903	2.07	18.55
26	738	6,134	1.98	16.48
25	708	5,396	1.90	14.50
24	640	4,688	1.72	12.60
23	570	4,048	1.53	10.88
22	524	3,478	1.41	9.34
21	469	2,954	1.26	7.94
20	442	2,485	1.19	6.68
19	424	2,043	1.14	5.49
18	319	1,619	0.86	4.35
17	340	1,300	0.91	3.49
16	236	960	0.63	2.58
15	201	724	0.54	1.95
14	175	523	0.47	1.41
Less Than 14	348	348	0.93	0.93

Core Score Distribution on the 1992 ELP Test

Number of students
with valid scores 79,313
Mean 42.8

High Score 67
Low Score 1
Standard Deviation 11.6
Variance 134.3

Percentiles		Core Scores
90		57.03
75		51.85
50	(Median)	44.15
25		34.63
10		25.95

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
67	11	79,313	0.01	100.00
66	68	79,302	0.09	99.99
65	168	79,234	0.21	99.90
64	286	79,066	0.36	99.69
63	483	78,780	0.61	99.33
62	704	78,297	0.89	98.72
61	951	77,593	1.20	97.83
60	1,143	76,642	1.44	96.63
59	1,496	75,499	1.89	95.19
58	1,703	74,003	2.15	93.31
57	1,936	72,300	2.44	91.16
56	2,109	70,364	2.66	88.72
55	2,291	68,255	2.89	86.06
54	2,384	65,964	3.01	83.17
53	2,459	63,580	3.10	80.16
52	2,528	61,121	3.19	77.06
51	2,603	58,593	3.28	73.88
50	2,629	55,990	3.31	70.59
49	2,642	53,361	3.33	67.28
48	2,576	50,719	3.25	63.95
47	2,551	48,143	3.22	60.70
46	2,575	45,592	3.25	57.48
45	2,522	43,017	3.18	54.24
44	2,430	40,495	3.06	51.06
43	2,339	38,065	2.95	47.99
42	2,361	35,726	2.98	45.04
41	2,225	33,365	2.81	42.07
40	2,160	31,140	2.72	39.26
39	1,966	28,980	2.48	36.54
38	1,976	27,014	2.49	34.06
37	1,820	25,038	2.29	31.57
36	1,837	23,218	2.32	29.27
35	1,783	21,381	2.25	26.96
34	1,690	19,598	2.13	24.71
33	1,567	17,908	1.98	22.58
32	1,458	16,341	1.84	20.60
31	1,439	14,883	1.81	18.76
30	1,316	13,444	1.66	16.95
29	1,273	12,128	1.61	15.29
28	1,215	10,855	1.53	13.69
27	1,117	9,640	1.41	12.15
26	1,083	8,523	1.37	10.75
25	960	7,440	1.21	9.38
24	942	6,480	1.19	8.17
23	874	5,538	1.10	6.98
22	786	4,664	0.99	5.88
21	739	3,878	0.93	4.89
20	629	3,139	0.79	3.96
19	561	2,510	0.71	3.16
Less Than 19	1,949	1,949	2.46	2.46

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Core Score Distribution on the 1992 US History Test

Number of students with valid scores 65,328
Mean 42.2

High Score 60
Low Score 3
Standard Deviation 10.0
Variance 99.2

Percentiles		Core Scores
90		53.93
75		50.01
50	(Median)	43.87
25		35.76
10		27.79

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
60	88	65,328	0.13	100.00
59	326	65,240	0.50	99.87
58	662	64,914	1.01	99.37
57	1,082	64,252	1.66	98.35
56	1,403	63,170	2.15	96.70
55	1,786	61,767	2.73	94.55
54	2,072	59,981	3.17	91.82
53	2,378	57,909	3.64	88.64
52	2,558	55,531	3.92	85.00
51	2,619	52,973	4.01	81.09
50	2,763	50,354	4.23	77.08
49	2,803	47,591	4.29	72.85
48	2,699	44,788	4.13	68.56
47	2,769	42,089	4.24	64.43
46	2,617	39,320	4.01	60.19
45	2,504	36,703	3.83	56.18
44	2,428	34,199	3.72	52.35
43	2,355	31,771	3.60	48.63
42	2,297	29,416	3.52	45.03
41	2,202	27,119	3.37	41.51
40	1,997	24,917	3.06	38.14
39	1,920	22,920	2.94	35.08
38	1,771	21,000	2.71	32.15
37	1,745	19,229	2.67	29.43
36	1,558	17,484	2.38	26.76
35	1,613	15,926	2.47	24.38
34	1,442	14,313	2.21	21.91
33	1,310	12,871	2.01	19.70
32	1,199	11,561	1.84	17.70
31	1,179	10,362	1.80	15.86
30	1,057	9,183	1.62	14.06
29	961	8,126	1.47	12.44
28	886	7,165	1.36	10.97
27	876	6,279	1.34	9.61
26	731	5,403	1.12	8.27
25	668	4,672	1.02	7.15
24	605	4,004	0.93	6.13
23	555	3,399	0.85	5.20
22	482	2,844	0.74	4.35
21	421	2,362	0.64	3.62
20	371	1,941	0.57	2.97
19	301	1,570	0.46	2.40
Less Than 19	1,269	1,269	1.94	1.94

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Core Score Distribution on the 1992 English I Test

Number of students with valid scores 75,381
Mean 67.0

High Score 100
Low Score 1
Standard Deviation 17.1
Variance 290.9

Percentiles		Core Scores
90		87.40
75		80.29
50	(Median)	69.49
25		56.20
10		42.16

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
100	11	75,381	0.01	100.00
99	31	75,370	0.04	99.98
98	75	75,339	0.10	99.94
97	194	75,264	0.26	99.84
96	307	75,070	0.41	99.58
95	364	74,763	0.48	99.18
94	526	74,399	0.70	98.69
93	654	73,873	0.87	98.00
92	777	73,219	1.03	97.13
91	948	72,442	1.26	96.10
90	1,068	71,494	1.42	94.84
89	1,168	70,426	1.55	93.42
88	1,287	69,258	1.71	91.87
87	1,337	67,971	1.77	90.17
86	1,450	66,634	1.92	88.39
85	1,606	65,184	2.13	86.47
84	1,514	63,578	2.01	84.34
83	1,597	62,064	2.12	82.33
82	1,773	60,467	2.35	80.21
81	1,781	58,694	2.36	77.86
80	1,787	56,913	2.37	75.50
79	1,663	55,126	2.21	73.13
78	1,766	53,463	2.34	70.92
77	1,771	51,697	2.35	68.58
76	1,839	49,926	2.44	66.23
75	1,774	48,087	2.35	63.79
74	1,736	46,313	2.30	61.44
73	1,748	44,577	2.32	59.13
72	1,738	42,829	2.31	56.81
71	1,775	41,091	2.35	54.51
70	1,616	39,316	2.14	52.15
69	1,591	37,700	2.11	50.01
68	1,638	36,109	2.17	47.90
67	1,587	34,471	2.11	45.73
66	1,585	32,884	2.10	43.62
65	1,550	31,299	2.06	41.52
64	1,472	29,749	1.95	39.46
63	1,411	28,277	1.87	37.51

Core Score Distribution on the 1992 English I Test

62	1,391	26,866	1.85	35.64
61	1,362	25,475	1.81	33.79
60	1,247	24,113	1.65	31.98
59	1,268	22,866	1.68	30.33
58	1,206	21,598	1.60	28.65
57	1,200	20,392	1.59	27.05
56	1,141	19,192	1.51	25.46
55	1,006	18,051	1.33	23.94
54	994	17,045	1.32	22.61
53	926	16,051	1.23	21.29
52	924	15,125	1.23	20.06
51	887	14,201	1.18	18.84
50	791	13,314	1.05	17.66
49	810	12,523	1.07	16.61
48	830	11,713	1.10	15.54
47	676	10,883	0.90	14.43
46	670	10,207	0.89	13.54
45	632	9,537	0.84	12.65
44	614	8,905	0.81	11.81
43	564	8,291	0.75	11.00
42	548	7,727	0.73	10.25
41	544	7,179	0.72	9.52
40	500	6,635	0.66	8.80
39	498	6,135	0.66	8.14
38	453	5,637	0.60	7.47
37	423	5,184	0.56	6.87
36	421	4,761	0.56	6.31
35	401	4,340	0.53	5.75
34	377	3,939	0.50	5.22
33	372	3,562	0.49	4.72
32	373	3,190	0.49	4.23
31	336	2,817	0.45	3.73
30	337	2,481	0.45	3.29
29	321	2,144	0.43	2.84
28	280	1,823	0.37	2.42
27	304	1,543	0.40	2.04
26	240	1,239	0.32	1.64
25	213	999	0.28	1.32
24	167	786	0.22	1.04
23	146	619	0.19	0.82
22	136	473	0.18	0.62
21	95	337	0.13	0.44
20	72	242	0.10	0.32
19	47	170	0.06	0.22
Less than 19	123	123	0.16	0.16

Core Score Distribution on the 1992 Physical Science Test

Number of students
with valid scores 66,137
Mean 41.1

High Score 68
Low Score 1
Standard Deviation 11.3
Variance 127.2

Percentiles		Core Scores
90		56.17
75		49.51
50	(Median)	41.18
25		32.88
10		25.97

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
68	15	66,137	0.02	100.00
67	60	66,122	0.09	99.98
66	115	66,062	0.17	99.89
65	233	65,947	0.35	99.71
64	333	65,714	0.50	99.36
63	464	65,381	0.70	98.86
62	517	64,917	0.78	98.16
61	680	64,400	1.03	97.37
60	795	63,720	1.20	96.35
59	835	62,925	1.26	95.14
58	1,036	62,090	1.57	93.88
57	1,101	61,054	1.66	92.31
56	1,188	59,953	1.80	90.65
55	1,297	58,765	1.96	88.85
54	1,375	57,468	2.08	86.89
53	1,492	56,093	2.26	84.81
52	1,560	54,601	2.36	82.56
51	1,636	53,041	2.47	80.20
50	1,766	51,405	2.67	77.73
49	1,798	49,639	2.72	75.06
48	1,841	47,841	2.78	72.34
47	1,953	46,000	2.95	69.55
46	1,973	44,047	2.98	66.60
45	2,028	42,074	3.07	63.62
44	2,093	40,046	3.16	60.55
43	2,111	37,953	3.19	57.39
42	2,062	35,842	3.12	54.19
41	2,097	33,780	3.17	51.08
40	2,148	31,683	3.25	47.91
39	2,085	29,535	3.15	44.66
38	2,045	27,450	3.09	41.50
37	1,995	25,405	3.02	38.41
36	1,992	23,410	3.01	35.40
35	1,940	21,418	2.93	32.38
34	1,854	19,478	2.80	29.45
33	1,710	17,624	2.59	26.65
32	1,633	15,914	2.47	24.06
31	1,617	14,281	2.44	21.59
30	1,504	12,664	2.27	19.15
29	1,456	11,160	2.20	16.87
28	1,326	9,704	2.00	14.67
27	1,201	8,378	1.82	12.67
26	1,049	7,177	1.59	10.85
25	1,027	6,128	1.55	9.27
24	887	5,101	1.34	7.71
23	768	4,214	1.16	6.37
22	643	3,446	0.97	5.21
21	551	2,803	0.83	4.24
20	560	2,252	0.85	3.41
19	424	1,692	0.64	2.56
Less Than 19	1,268	1,268	1.92	1.92

Core Score Distribution on the 1992 Biology Test

Number of students with valid scores 71,832
Mean 41.5

High Score 65
Low Score 1
Standard Deviation 10.2
Variance 104.2

Percentiles		Core Scores
90		54.22
75		49.33
50	(Median)	42.38
25		34.57
10		27.24

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
66	0	71,832	0.00	100.00
65	14	71,832	0.02	100.00
64	53	71,818	0.07	99.98
63	89	71,765	0.12	99.91
62	184	71,676	0.26	99.78
61	294	71,492	0.41	99.53
60	476	71,198	0.66	99.12
59	684	70,722	0.95	98.45
58	855	70,038	1.19	97.50
57	1,137	69,183	1.58	96.31
56	1,342	68,046	1.87	94.73
55	1,555	66,704	2.16	92.86
54	1,756	65,149	2.44	90.70
53	1,968	63,393	2.74	88.25
52	2,216	61,425	3.08	85.51
51	2,384	59,209	3.32	82.43
50	2,526	56,825	3.52	79.11
49	2,543	54,299	3.54	75.59
48	2,547	51,756	3.55	72.05
47	2,568	49,209	3.58	68.51
46	2,550	46,641	3.55	64.93
45	2,674	44,091	3.72	61.38
44	2,588	41,417	3.60	57.66
43	2,607	38,829	3.63	54.06
42	2,578	36,222	3.59	50.43
41	2,421	33,644	3.37	46.84
40	2,521	31,223	3.51	43.47
39	2,326	28,702	3.24	39.96
38	2,228	26,376	3.10	36.72
37	2,188	24,148	3.05	33.62
36	2,110	21,960	2.94	30.57
35	2,034	19,850	2.83	27.63
34	1,773	17,816	2.47	24.80
33	1,719	16,043	2.39	22.33
32	1,543	14,324	2.15	19.94
31	1,478	12,781	2.06	17.79
30	1,368	11,303	1.90	15.74
29	1,269	9,935	1.77	13.83
28	1,205	8,666	1.68	12.06
27	1,053	7,461	1.47	10.39
26	958	6,408	1.33	8.92
25	847	5,450	1.18	7.59
24	779	4,603	1.08	6.41
23	686	3,824	0.96	5.32
22	638	3,138	0.89	4.37
21	485	2,500	0.68	3.48
20	445	2,015	0.62	2.81
19	397	1,570	0.55	2.19
Less Than 19	1,173	1,173	1.63	1.63

Core Score Distribution on the 1992 Chemistry Test

Number of students with valid scores 34,682
Mean 39.3

High Score 60
Low Score 7
Standard Deviation 8.2
Variance 67.5

Percentiles		Core Scores
90		49.76
75		45.31
50	(Median)	39.73
25		33.83
10		28.30

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
60	11	34,682	0.03	100.00
59	27	34,671	0.08	99.97
58	66	34,644	0.19	99.89
57	117	34,578	0.34	99.70
56	192	34,461	0.55	99.36
55	287	34,269	0.83	98.81
54	351	33,982	1.01	97.98
53	455	33,631	1.31	96.97
52	625	33,176	1.80	95.66
51	721	32,551	2.08	93.86
50	833	31,830	2.40	91.78
49	986	30,997	2.84	89.37
48	1,109	30,011	3.20	86.53
47	1,274	28,902	3.67	83.33
46	1,342	27,628	3.87	79.66
45	1,460	26,286	4.21	75.79
44	1,479	24,826	4.26	71.58
43	1,626	23,347	4.69	67.32
42	1,577	21,721	4.55	62.63
41	1,581	20,144	4.56	58.08
40	1,597	18,563	4.60	53.52
39	1,637	16,966	4.72	48.92
38	1,571	15,329	4.53	44.20
37	1,532	13,758	4.42	39.67
36	1,386	12,226	4.00	35.25
35	1,329	10,840	3.83	31.26
34	1,246	9,511	3.59	27.42
33	1,160	8,265	3.34	23.83
32	980	7,105	2.83	20.49
31	970	6,125	2.80	17.66
30	824	5,155	2.38	14.86
29	727	4,331	2.10	12.49
28	668	3,604	1.93	10.39
27	532	2,936	1.53	8.47
26	501	2,404	1.44	6.93
25	388	1,903	1.12	5.49
24	326	1,515	0.94	4.37
23	259	1,189	0.75	3.43
22	232	930	0.67	2.68
21	176	698	0.51	2.01
20	136	522	0.39	1.51
19	123	386	0.35	1.11
Less Than 19	263	263	0.76	0.76

Core Score Distribution on the 1992 Physics Test

Number of students with valid scores 10,075
Mean 39.4

High Score 59
Low Score 9
Standard Deviation 8.6
Variance 73.5

Percentiles		Core Scores
90		50.47
75		45.80
50	(Median)	39.76
25		33.53
10		28.11

Core Score	Frequency	Cumulative Frequency	Percent	Cumulative Percent
60	0	10,075	0.00	100.00
59	6	10,075	0.06	100.00
58	20	10,069	0.20	99.94
57	49	10,049	0.49	99.74
56	64	10,000	0.64	99.26
55	87	9,936	0.86	98.62
54	145	9,849	1.44	97.76
53	167	9,704	1.66	96.32
52	225	9,537	2.23	94.66
51	236	9,312	2.34	92.43
50	297	9,076	2.95	90.08
49	303	8,779	3.01	87.14
48	302	8,476	3.00	84.13
47	370	8,174	3.67	81.13
46	354	7,804	3.51	77.46
45	435	7,450	4.32	73.95
44	375	7,015	3.72	69.63
43	441	6,640	4.38	65.91
42	429	6,199	4.26	61.53
41	432	5,770	4.29	57.27
40	405	5,338	4.02	52.98
39	404	4,933	4.01	48.96
38	406	4,529	4.03	44.95
37	436	4,123	4.33	40.92
36	410	3,687	4.07	36.60
35	378	3,277	3.75	32.53
34	391	2,899	3.88	28.77
33	359	2,508	3.56	24.89
32	296	2,149	2.94	21.33
31	292	1,853	2.90	18.39
30	238	1,561	2.36	15.49
29	234	1,323	2.32	13.13
28	210	1,089	2.08	10.81
27	151	879	1.50	8.72
26	144	728	1.43	7.23
25	112	584	1.11	5.80
24	96	472	0.95	4.68
23	76	376	0.75	3.73
22	61	300	0.61	2.98
21	52	239	0.52	2.37
20	49	187	0.49	1.86
19	36	138	0.36	1.37
Less Than 19	102	102	1.01	1.01

Appendix B.

End-of-Course Test (Re)Development Schedule

Course	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
Algebra I	MC field test OE field test	*implement statewide*				
U.S. History	OE field test	MC field test OE field test	*implement statewide*			
Biology	OE field test	MC field test OE field test	*implement statewide*			
English I	OE field test	MC field test OE field test	*implement statewide*			
Healthful Living (semester tests)		MC field test P field test	*implement statewide*			
English II	field test *implement statewide*					
Geometry	OE field test	OE field test	MC field test OE field test	*implement statewide*		
Algebra II		OE field test	MC field test OE field test	*implement statewide*		
ELP		OE field test	MC field test OE field test	*implement statewide*		
Chemistry		OE field test	MC field test OE field test	*implement statewide*		
English III		OE field test	MC field test OE field test	*implement statewide*		
Computer Proficiency		MC field test P field test	MC field test P field test	*implement statewide*		
English IV			OE field test	MC field test OE field test	*implement statewide*	
World Studies (3 tests)			OE field test	MC field test OE field test	*implement statewide*	
Earth Science			OE field test	MC field test OE field test	*implement statewide*	
Physics				OE field test	MC field test OE field test	*implement statewide*
Physical Science				OE field test	MC field test OE field test	*implement statewide*

Note: MC=multiple-choice; OE=open-ended; P=performance. The computer proficiency assessment has been approved by the State Board of Education. The remainder of the development and redevelopment schedule will be discussed by the NC Testing Commission and the State Board of Education in the next few months.